

BLOOMSBURG STATE COLLEGE



BULLETIN

CATALOG ISSUE

1964-1965

QUESTIONS FREQUENTLY ASKED

- (1) How much does it cost to attend the Bloomsburg State College? (page 31)
- (2) What are the requirements for admission? (page 43)
- (3) What are the graduation requirements? (page 48)
- (4) Can I prepare to teach in the elementary grades? (page 67)
- (5) Can I prepare to teach high school subjects? (page 68)
- (6) Can I prepare to teach business subjects? (page 118)
- (7) Can I prepare to teach special education? (page 130)
- (8) What special curriculums are offered at Bloomsburg? (page 141)
- (9) Where would I live? (page 37)
- (10) Is Bloomsburg approved for Veterans' Education? (page 44)
- (11) What credits can be transferred from other colleges and universities? (page 45)
- (12) What is the content of the several curriculums? (page 67, 68ff., 118ff., 130ff.)
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- (15) What standards of scholarship are expected? (page 47ff.)
- (16) What record of placement does Bloomsburg have? (page 147)
- (17) What are the requirements for graduate work? (page 54)
- (18) What programs in the Arts and Sciences are available at Bloomsburg? (page 54)

ACCREDITED BY

Pennsylvania State Board of Education (State)
Middle States Association of Colleges and Secondary Schools (Regional)
National Council for Accreditation of Teacher Education (National)

"Accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary school teachers with the Bachelor's degree as the highest degree approved (except as noted below)."

The State Board of Education on June 9, 1960, granted their approval to the College to offer programs of study leading to the degree of Master of Education in the fields of Business Education and Elementary Education beginning June, 1961, and Special Education (Mentally Retarded or Speech Correction) beginning June, 1962, and English, beginning January, 1964.

MEMBER OF

American Council on Education
National Association for Business Teacher Education
National Office Management Association
National Collegiate Athletic Association
National Association of Intercollegiate Athletics

BLOOMSBURG STATE COLLEGE BULLETIN

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Dr. Harvey A. Andrus
President of Bloomsburg State College since 1939

Bloomsburg State College

Bloomsburg, Pennsylvania

1964 1965



ACCREDITED BY

The Middle States Association of Colleges and Secondary Schools
The National Council for the Accreditation of Teacher Education
The Pennsylvania State Board of Education

BLOOMSBURG STATE COLLEGE PRESENTS

Superior Higher Education at Reasonable Cost (\$900-\$1000 a year)

Specialized College Faculty (30% Hold Doctor's Degree)

Full Accreditation by Regional and National Agencies, Including

National Council for Accreditation of Teacher Education

Middle States Association of Colleges and Secondary Schools

Pennsylvania State Board of Education

Membership held in the following professional associations:

American Council on Education

National Association for Business Teacher Education

National Office Management Association

Special Curriculums in Arts and Sciences, Business Education, Dental Hygiene, Public School Nursing, Speech Correction, Special Education for the Mentally Retarded.

Graduate Programs in Business Education, Elementary Education, Special Education (Mentally Retarded and Speech Correction), and English.

ATHLETICS

Three Gymnasiums

Sunlighted Indoor Tile Swimming Pool

Two Athletic Fields

Quarter-mile Running Track

Tennis Courts, Handball Courts

Intercollegiate Teams:

Football, Basketball, Baseball, Wrestling, Golf, Swimming, Tennis, Track and Field Sports, and Cross-Country.

EXTRA-CURRICULAR AND COMMUNITY OPPORTUNITIES

Music, Athletics, Dramatics, Journalism, Debating

Professional Fraternities and Specialized Clubs

Attractive Social Rooms, Lobbies, and Lounges

Columbia County Historical Society

State Parks and Recreation Areas

Hunting and Fishing

Town Park with Outdoor Swimming Pool

Community Artists Program

Bowling and Roller Skating

CALENDAR FOR ACADEMIC YEAR 1964-1965*

1964		JUNE				1964	
S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
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28	29	30					

1964		JULY				1964	
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19	20	21	22	23	24	25	
26	27	28	29	30	31		

1964		AUGUST					1964
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1964 SEPTEMBER 1964						
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1964	OCTOBER							1964
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11	12	13	14	15	16	17		
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1964 NOVEMBER 1964						
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29	30					

THE SUMMER SESSIONS

1964

PRE-SESSION

Classes BeginMonday, June 8

Session EndsFriday, June 26

MAIN SESSION

Classes BeginMonday, June 29

Session EndsFriday, August 7

POST SESSION

Classes BeginMonday, August 10

Session EndsFriday, August 28

FIRST SEMESTER

Faculty Meetings.....Monday, September 14

Registration of Freshmen.....Tuesday, September 15

Registration of Upperclassmen....Wed., September 16

Classes begin for Upperclassmen..Thur., September 17

Classes begin for Freshmen....Monday, September 21

Thanksgiving Recess begins at

close of Classes.....Tuesday, November 24

Thanksgiving Recess ends at

8:00 A.M.Monday, November 30

* Subject to change if college adopts the quarter system.

CALENDAR FOR ACADEMIC YEAR 1964-1965*

1964 DECEMBER 1964

S	M	T	W	T	F	S
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1965 JANUARY 1965

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24	25	26	27	28	29	30
31						

1965 FEBRUARY 1965

S	M	T	W	T	F	S
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28						

1965 MARCH 1965

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1965 APRIL 1965

S	M	T	W	T	F	S
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1965 MAY 1965

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Christmas Recess begins at

close of ClassesWednesday, December 16

Christmas Recess ends at

8:00 A.M.Monday, January 4

First Semester ends at noon...Wednesday, January 27



SECOND SEMESTER

Registration of all students.....Tuesday, February 2

Classes begin for all students.....Wed., February 3

Easter Recess begins at close

of classesWednesday, April 14

Easter Recess ends at 8:00 A.M....Tuesday, April 20

CommencementSaturday, May 29

Faculty MeetingsMonday, May 31

* Subject to change if college adopts the quarter system.

CALENDAR FOR ACADEMIC YEAR 1964-1965*

1965		JUNE					1965
S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

1965		JULY					1965
S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

1965		AUGUST					1965
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

THE SUMMER SESSIONS

1965

PRE-SESSION

Classes Begin June 7

Session Ends June 25

MAIN SESSION

Classes Begin June 28

Session Ends August 6

POST SESSION

Classes Begin August 9

Session Ends August 27

* Subject to change if college adopts the quarter system.



Spring Weekend in 1964
Four Preps in Concert

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

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Chairman, Board of State College Presidents
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A Busy Day in the Snack Bar

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14 *Bloomsburg State College*

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Bloomsburg State College, B.S.; Bucknell University, M.S.Ed.; Colorado University, Penn-
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Madison College, B.S.; George Washington University, Indiana University, M.A.; Graduate
Study, University of Kentucky, University of Oslo, Norway, University of London.
- ROBERT D. RICHEY *Speech*
Ohio State University, B.A., M.A.
- JORDAN P. RICHMAN *English*
Brooklyn College, A.B.; New York University, M.A.; Graduate Study, University of
New Mexico.
- MRS. ELSA A. RIECHEL *Foreign Language*
Smith College, A.B.; Graduate Study, Northwestern University.

- KENNETH A. ROBERTS *Benjamin Franklin Laboratory School*
Bloomsburg State College, B.S.; Bucknell University, M.S.; Graduate Study, Pennsylvania State University, Bucknell University.
- ANTHONY F. ROTOLI *Economics*
University of Kansas, B.A.; Southern Methodist University, M.A.; Graduate Study, University of Maryland, University of Georgia.
- WILLIAM C. ROTH *English*
Syracuse University, A.B.; University of Pennsylvania, M.A.; Graduate Study, University of Missouri.
- SUSAN RUSINKO *English*
Wheaton College, B.A.; Pennsylvania State University, M.A.; Graduate Study, University of Minnesota, Columbia University.
- J. ALMUS RUSSELL *English*
Dartmouth College, A.B.; Cornell University, A.M., Ph.D.; London University, Certificate.
- WALTER S. RYGIEL *Business Education*
Temple University, B.S., M.Ed.; Graduate Study, Temple University, University of Pennsylvania, Pennsylvania State University, Bucknell University.
- ROBERT G. SAGAR *Biological Science*
Ohio State University, B.S., M.S.; Graduate Study, Ohio State University.
- MARTIN A. SATZ *Education and Psychology*
University of Minnesota, B.A., M.A.; University of Washington, Ph.D.; Public School Psychologist.
- RICHARD C. SAVAGE *English*
University of North Carolina, B.A.; Columbia University, M.A.; Graduate Study, University of Edinburgh, Scotland.
- TOBIAS F. SCARPINO *Physical Science*
Kutztown State College, B.S.; Bucknell University, M.S.; Graduate Study, Princeton University, Pennsylvania State University, Bucknell University.
- HARRY G. SCHALCK *Social Studies*
Ursinus College, B.A.; Clark University, M.A., Ph.D.
- JOHN S. SCRIMGEOUR, JR. *Mathematics*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.
- GILBERT R. W. SELDERS *Reading Specialist*
Pennsylvania State University, B.A., M.Ed., Ed.D.
- REX E. SELK *Physical Science*
Knox University, A.B.; State University of Iowa, M.S.; Graduate Study, University of West Virginia, State University of Iowa, Ohio University, Emory University.
- JOHN J. SERFF *Social Studies*
Shippensburg State College, B.S.; Pennsylvania State University, M.Ed.; Ph.D.
- CECIL C. SERONSY *English*
University of Virginia, B.A.; Harvard University, M.A., Ph.D.
- SAMUEL P. SHILLING *Speech Correction*
Pennsylvania State University, B.S., M.S.; Graduate Study, Pennsylvania State University, Bucknell University.

18 *Bloomsburg State College*

- MRS. BARBARA J. L. SHOCKLEY *Social Studies*
University of Oklahoma, B.A.; University of Utah, M.S.; University of Pennsylvania, Ph.D.
- AMY SHORT *Speech*
Allegheny College, A.B.; University of Pittsburgh, M.A.
- MRS. RUTH D. SMEAL *Circulation Librarian*
Bloomsburg State College, B.S.; Marywood College, M.S.L.S.; Graduate Study, Pennsylvania State University.
- ROBERT R. SOLENBERGER *Social Studies*
University of Pennsylvania, A.B., M.A.; Graduate Study, University of Pennsylvania.
- WILLIAM B. STERLING *Geography*
Plattsburgh (N.Y.) State Normal School, Diploma; University of Buffalo, B.S.; Syracuse University, M.S.Ed.; Flight Instructor's Rating. Designated Flight Examiner No. 3499 (C.A.A.); United Air Lines Pilot School, Cheyenne, Wyoming; Graduate Study, Pennsylvania State University.
- THOMAS G. STURGEON *English*
Westminister College, A.B.; Harvard University, M.A., Ph.D.
- GEORGE G. STRADTMAN, SR. *Mathematics*
Millersville State College, B.S.; Temple University, Ed.M.; Graduate Study, Pennsylvania State University, Temple University, Union College.
- GERALD H. STRAUSS *English*
University of Pennsylvania A.B.; Columbia University, M.A.; Graduate Study, University of Missouri, University of Pennsylvania.
- RAY T. SUNDERLAND *Benjamin Franklin Laboratory School*
Shippensburg State College, B.S.; Western Maryland College, M.Ed.; Graduate Study, Pennsylvania State College.
- DAVID A. SUPERDOCK *Physical Science*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Bucknell University.
- EUGENE D. THOENEN *Social Studies*
West Virginia University, A.B., M.A., Ph.D.
- LOUIS F. THOMPSON *English*
Columbia College, A.B.; Lehigh University, M.A., Ph.D.
- S. LLOYD TOUMEY *Director of Business Education*
Ball State College, B.S.; University of Georgia, M.Ed., Ed.D.
- MORDECAI D. TREBLOW *Chemistry*
University of Pennsylvania, A.B.; St. Joseph's College, M.S.; Pennsylvania State University.
- DONALD A. VANNAN *Elementary Education*
Millersville State College, B.S.; Pennsylvania State University, M.Ed., Ed.D.
- E. PAUL WAGNER *Education and Psychology*
Pennsylvania State University, B.S., M.Ed., Ed.D.; Public School Psychologist.
- MRS. ELIZABETH B. WILLIAMS *Education and Psychology*
Slippery Rock State College B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Syracuse University.

KENNETH T. WILSON, JR. *Art*
Edinboro State College, B.S.; Pennsylvania State University, M.A.; Graduate Study,
Pennsylvania State University.

GEORGE E. WILWOHL *Health and Physical Education*
Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed.

MARY E. WRAY *Health and Physical Education*
Lake Erie College, A.B.; Pennsylvania State University, M.S.; Graduate Study, University,
of Pittsburgh, Pennsylvania State University.

FACULTY EMERITI

MRS. LUCILE J. BAKER (Retired May, 1956) *Benjamin Franklin School*
Western State College, Colorado, A.B.; Tri-State College, Indiana, Mus.B.; Columbia Uni-
versity, A.M.; Graduate Study, Pestalozzi-Froebel School, Chicago, Illinois; Denver
University.

EDNA J. BARNES (Retired May, 1961) *Elementary Education*
McMurray College, Western State College, Macomb, Illinois, B.S.; Columbia University,
M.A.; Graduate Study, University of Colorado, Columbia University.

MRS. OLIVE PAYNE BEEMAN (Retired May, 1959) *Art*
University of Chicago, Ph.B.; Graduate Study, University of Indiana, University of Chicago.

HOWARD F. FENSTEMAKER (Retired May, 1963) *Chairman, Department of Foreign Languages*
Bloomsburg State Normal School, University of Michigan, B.A.; New York University, M.A.;
Graduate Study, University of Pennsylvania.

JOHN J. FISHER (Retired May, 1951) *Psychology*
Goshen College, B.A.; Indiana University, M.A.; Graduate Study, University of Penn-
sylvania, Columbia University, Ohio State University.

WILLIAM C. FORNEY (Retired May, 1959) *Business Education*
Temple University, B.A.; New York University, M.A.; Graduate Study, Harvard University;
Chicago University.

MAY T. HAYDEN (Retired May, 1941) *Elementary Education*
University of California; University of Washington; Columbia University; Washington
State College, B.A.; Columbia University, M.A.; Graduate Study, Columbia University.

EDNA J. HAZEN (Retired May, 1958) *Director of Elementary Education*
State Normal School, Edinboro; Allegheny College, Columbia University, B.S., M.A.;
Graduate Study, New York University.

ALICE JOHNSTON (Retired Jan., 1952) *Speech*
Park College, Missouri, L.B.; Columbia University, M.A.; Graduate Study, University
of Chicago; University of Michigan; University of Wisconsin; Columbia University.

MARGUERITE W. KEHR (Retired June, 1953) *Dean of Women*
University of Tennessee, B.A.; Wellesley College, M.A.; Cornell University, Ph.D.

KIMBER C. KUSTER (Retired May, 1962) *Chairman, Department of Science*
Bloomsburg State Normal School, University of Michigan, B.S., M.S., Ph.D.

PEARL L. MASON (Retired May, 1945) *Librarian*
Simmons College, B.S.; Graduate Study, Columbia University.

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- NELL MAUPIN (Retired May, 1959) *Social Studies*
Peabody Teachers College, B.A.; Vanderbilt University, Chicago University; University of Iowa, M.A., Ph.D.; Graduate Study, New York University.
- LUCY McCAMMON (Retired Jan., 1958) *Physical Education*
Southwest Missouri Teachers College, A.B.; Columbia University, M.A.; Graduate Study, Alabama University, Columbia University.
- HARRIET M. MOORE (Retired May, 1951) *Music*
State Teachers College, Kirksville, Missouri; New York University, B.A., M.A.; Graduate Study, Bush Conservatory, Chicago, Ill.; University of Chicago; Washington University.
- MABEL MOYER (Retired May, 1945) *Elementary Education*
State Normal School, Bloomsburg; Columbia University, B.S.; Bucknell University, M.A.; Graduate Study, New York University.
- THOMAS P. NORTH (Retired Jan., 1955) *Dean of Instruction*
Pennsylvania State University, B.S.; M.S.; Cornell University, Ph.D.; Graduate Study, New York University.
- ETHEL A. RANSOM (Retired Jan., 1954) *Mathematics*
University of Illinois, A.B.; Columbia University, M.A.; Graduate Study, Columbia University.
- EDWARD A. REAMS (Retired May, 1952) *Social Studies*
Kansas Wesleyan, A.B.; Columbia University, A.M.; Graduate Study, University of Southern California; Pennsylvania State University; New York University.
- BERTHA RICH (Retired May, 1947) *Assistant Dean of Women*
State Normal, Colorado, Pd.B.; Western State College, Colorado, A.B.; Columbia University, A.M.; Graduate Study, Clark University.
- H. HARRISON RUSSELL (Retired May, 1951) *Geography*
State Normal University, Illinois, B.Ed.; Clark University, A.M., Ph.D.
- RUSSELL F. SCHLEICHER (Retired May, 1962) *Elementary Education*
Pennsylvania State University, B.S.; Lehigh University, M.A.; Graduate Study, Pennsylvania State University.
- MRS. ANNA GARRISON SCOTT (Retired May, 1956) *Benjamin Franklin School*
State Normal School, Bloomsburg; Columbia University, B.S., M.A.
- ETHEL E. SHAW (Retired May, 1942) *English*
New Britain Normal School, Connecticut; Mt. Holyoke College; Cornell University; Teachers College, Columbia University, B.S., M.A.; Graduate Study, *ibid.*
- ERMINE STANTON (Retired May, 1939) *Benjamin Franklin School*
Graduate, Pratt Institute; Columbia University, B.A.
- MARGARET E. WALDRON (Retired Jan., 1956) *Mathematics*
Wellesley College, B.A.; Columbia University, M.A.; Graduate Study, University of Southern California, Harvard University.
- S. L. WILSON (Retired May, 1951) *English*
Bucknell University, Sc.B.; Columbia University, M.A.; Graduate Study, Harvard University; New York University.
- GRACE H. WOOLWORTH (Retired May, 1956) *Benjamin Franklin School*
State Teachers College, Kearney, Nebraska; University of Chicago, Ph.B.; Columbia University, A.M.; Graduate Study, University of California, Columbia University.
- C. M. HAUSKNECHT (Retired July, 1950) *Business Manager*

BLOOMSBURG STATE COLLEGE HISTORY

PRINCIPALS

Henry Carver	1869-1871
Charles G. Barkley	Dec. 20, 1871—March 27, 1872
John Hewitt	March 27, 1872—June, 1873
T. L. Griswald	1873—1877
D. J. Waller, Jr.	1877—1890
Judson P. Welsh	1890—1906
D. J. Waller, Jr.	1906—1920

PRESIDENTS

Charles H. Fisher	1920—1923
G. C. L. Riemer	1923—1927
Francis B. Haas	1927—1939
Harvey A. Andruss	1939—

Bloomsburg has a long and interesting history. In 1839, a private academy was opened at Bloomsburg. C. P. Waller, a graduate of Williams College, successfully conducted the school for two years. Later public schools teachers taught in the academy during their summer vacations.

The school was headed by Henry Carver of Binghamton, N.Y., at the beginning of the 1866 term. His powerful personality had much to do with molding its early policies. He insisted that a new building was essential for the future development of the Bloomsburg Literary Institute. Under his inspiration, the charter of 1856 was revived. He assured the trustees that \$15,000 would provide a suitable building, and he assumed, in addition to his duties as a teacher, the offices of architect and contractor.

The present Carver Hall was dedicated with gala observance by the townspeople on April 4, 1867. Members of the first class at the new school—D. J. Waller, Jr., George E. Elwell, and Charles Unangst—by popular subscription raised \$1,200 in a single week for the bell which formerly called the students to their classes.

In the autumn of 1867, John P. Wickersham, State Superintendent of Public Instruction, was traveling through Bloomsburg on the train. He

saw the new school on the hill "ablaze with lights" and thought that the Literary Institute's location would be ideal for a State Normal School. Consequently, at a meeting in 1868, at which Mr. Wickersham addressed the citizens of Bloomsburg, it was decided to establish a Normal School under the Act of 1857. A dormitory was completed at a cost of \$36,000. The school was recognized as a State Normal School on February 19, 1869.

The school was called the Bloomsburg Literary Institute and State Normal School until it was purchased by the State on May 22, 1916. After that it was known as the State Normal School at Bloomsburg until the name was changed to State Teachers College on May 13, 1927, by the State Council of Education. Up to 1920, when the Department of Public Instruction revised the programs of all the Normal Schools, the school offered college preparatory as well as teacher training courses.

Those early years were trying; subscriptions would fall off and trustees would often meet obligations on their own personal responsibility. In 1875, the dormitory was completely destroyed by fire. In 1876, a larger and more handsome building, the original part of the present Waller Hall, was built. The school began paying expenses during Doctor Griswold's administration.

In the Fall of 1877, Dr. D. J. Waller, Jr., became principal. For thirteen years the school grew under his guidance. The Model School and the east wing of the dormitory were built during his principalship. When Doctor Waller resigned in 1890 to become State Superintendent of Public Instruction the school was in a prosperous condition.

Dr. Judson P. Welsh served as principal of the Bloomsburg State Normal School from 1890 to 1906. During his administration an addition to both the four-story dormitory and the gymnasium were built. Science Hall was opened in the Fall of 1906, shortly after his resignation.

Dr. D. J. Waller, Jr., served a second time as principal until 1920, and he was succeeded by Dr. Charles H. Fisher, who came to the Normal School from the State Department of Public Instruction. Dr. Fisher shifted the emphasis of the Bloomsburg Normal School from secondary and college preparatory work for special students to an institution devoting full-time effort to the education of teachers. Dr. G. C. L. Riemer came from the State Department of Public Instruction and was principal when the institution became a State Teachers College in May, 1927.

Dr. Francis B. Haas succeeded Dr. Riemer, in July, 1927. Under his administration the College made great advancement, both in the improvement of the physical plant and the program of teacher education. Major campus improvements included the addition of eighteen acres of land; the construction of a new Laundry Building; Elementary Training School; Gymnasium; Junior High School; Shop and Maintenance Building; addition to the Heating Plant; Fire Towers for several buildings; a complete remodeling of Science Hall and of the auditorium.

In June, 1939, the College very fittingly celebrated its 100th Anniversary, highlighted by the dedication of Centennial Gymnasium.

Dr. Haas resigned in August, 1939, to assume, for the second time, the duties of State Superintendent of Public Instruction for the Commonwealth of Pennsylvania.

Dr. Harvey A. Andruss, who had organized and directed the Department of Business Education and had served as Dean of Instruction from 1937-1939, was appointed to succeed Dr. Haas as President. During the next two decades of hot and cold wars, the campus was enlarged, new buildings were added, and the number of students and faculty was trebled or quadrupled.

Early in 1960, Bloomsburg became a State College. In the same year, the College celebrated the Thirtieth Anniversary of the Division of Business Education, received continuing accreditation from the Middle States Association as a degree-granting institution, and was approved by the State Council of Education to inaugurate a program of graduate studies leading to the Master of Education degree, beginning in June, 1961. The scope of curriculum offerings was broadened in May, 1962, when the College received permission from the State Council of Education to grant the Bachelor of Arts degree in the Humanities, the Natural Sciences, and the Social Sciences.

A number of changes were necessitated by the increase in enrollment. New centers were opened in Milton, Lewisburg, Muncy, Mountoursville, Selinsgrove, Bethlehem, Allentown, Bucks County, Lycoming County, and Schuylkill County for seniors doing student teaching; cooperative agreements were made with the Geisinger Hospital and the Selinsgrove State School for observation and classes at the former, and observation and practice teaching at the latter.

The approved Campus Plan has been modified to provide buildings for an expected enrollment of 3,000 students by 1970. By May, 1964, the capacity

of the heating plant will have been doubled, and new mains for storm sewage, sanitary sewage, steam, and water will have been extended to bracket the western area of the campus at a total cost of nearly one million dollars. Two dormitories to accommodate 500 women students will be completed for occupancy in September, 1964, at a cost of more than 2 million dollars.



East Hall — New Dormitory

CAMPUS AND BUILDINGS

CAMPUS. The State College property comprises about 60 acres, of which over forty acres form the campus proper. The campus lies on a hillside from which one looks down over Bloomsburg homes toward the bright ribbon of the Susquehanna and beyond to the softly tinted distant hills. The campus contains an athletic field, tennis courts, and a general recreation field.

The buildings of the State College reflect the growth of the institution.

CARVER HALL. Carver Hall, erected in 1867, and named for Henry Carver, the first Principal, stands at the head of Main Street. Its white bell tower and pillared entrance form a picturesque approach to the College campus and buildings. The building contains an auditorium seating 900, which has just recently been completely renovated and redecorated. Administrative offices are located in this building.

NOETLING HALL. Noetling Hall, named for William Noetling, the head of the Department of Pedagogy from 1877-1900, is directly behind Carver Hall. On the first floor are housed classrooms and faculty offices. Adequate and attractive lounges, including a compact kitchen unit for day women are located on the first floor. The Audio-Visual Education Laboratory is housed on the second floor.

WALLER HALL. The main dormitory, Waller Hall, named for D. J. Waller, Jr., Principal of the College for 27 years, is four stories high with a frontage of 165 feet and a wing 40 by 104 feet enclosing a patio and fountain. This building is equipped with one passenger and one freight elevator. The ground floor of this building contains the lobby, the College Library, the post office, and offices for the Superintendent of Buildings and Grounds, the Dean of Students, the Dean of Women, and the Director of Public Relations. Five modern enclosed fire towers minimize fire hazards. The women's dormitory occupies the second, third, and fourth floors, and the rooms contain beds, dressers, chairs, and study tables.

The infirmary is located on the second floor, with registered nurses in attendance.

The Alumni Room on the first floor of Waller Hall is furnished as a reception room for Alumni and Faculty. College trophies are displayed in

this room. The lobby, with its tapestries and comfortable furniture, is a favorite social meeting place. In 1949 a brick and tile structure replaced "The Long Porch" overlooking The View—the Susquehanna River beyond the town and Catawissa Mountain beyond the river. In spring, summer, and autumn, students have gathered here for more than half a century to enjoy this panorama.

HUSKY LOUNGE. This former gymnasium adjoins Waller Hall. Space is provided for a completely equipped Snack Bar with booths and tables for dining. An elevated television lounge on the east side and the College Store on the west side of the lounge provide additional student facilities.

FACULTY LOUNGE. An attractively furnished room has been reserved for faculty use near the Husky Lounge. It contains lounge chairs, sofas, and an apartment-style kitchen unit. Faculty committees also meet in this room.

OLD NORTH HALL. North Hall, formerly a men's dormitory, is a short distance from Waller Hall. The first two floors of this three-story building are presently being used to provide temporary offices for departmental chairmen and faculty. This building will be razed during 1964 to make room for a new dormitory for men.

SCIENCE HALL. Science Hall, built in 1906, is equipped for laboratory work in biology, chemistry, and physics. It contains a number of classrooms and two lecture rooms with projectors, screens, and other visual education apparatus. This building has been renovated and rewired, and modern fire towers have been added.

BENJAMIN FRANKLIN LABORATORY SCHOOL. The Benjamin Franklin Laboratory School building was opened for use in 1930. It is designed, planned, and equipped in accordance with the best modern practice. It provides facilities for demonstration and experimentation from the kindergarten to the sixth grade, as well as a special classroom for the mentally retarded. A newly furnished children's library is located on the first floor, while a Curriculum Materials Center has recently been developed in the basement.

LAUNDRY. The laundry provides, in a separate plant, the best modern equipment for handling the laundry needs of the College.

CENTENNIAL GYMNASIUM. The Centennial Gymnasium is located on the eastern boundry of the campus, near the Athletic Field. It contains a large main gymnasium with a playing court of 48 by 84 feet, and two smaller auxiliary gymnasiums, each with an adjoining locker room. To the rear of the main floor is a swimming pool 75 by 30 feet, which meets intercollegiate standards. This building houses, in addition, complete office and classroom facilities for Health and Physical Education Department, and a basement locker room for varsity athletic teams.

NAVY HALL. This building was made available to the United States Navy for its V-12 officer training program during World War II. It contains eleven classrooms, as well as faculty offices. The ground floor has been completely remodeled to provide facilities for the Department of Special Education. This area includes clinics for speech and hearing therapy, reading improvement, and psychological services. A large area designed for group activities and clinical observation augments the more specialized functions of the department. A language laboratory has been installed on the first floor, along with an arts and crafts center.

SHOP AND STORAGE BUILDING. This structure is a modern brick building adjoining the laundry. It is used for shop and storage purposes, making it possible to concentrate the maintenance equipment and services here.

HEATING PLANT. The Heating Plant, situated on the northwest corner of the campus, has been greatly enlarged and fully modernized to take care of the increased needs of the new college buildings. A large addition, costing \$600,000, was completed in September 1963. The increased boiler capacity will supply heat for new buildings in the proposed Campus Plan.

COLLEGE COMMONS. The College Commons, a dining hall, was completed in December, 1956, at a cost of more than \$500,000. The oak-paneled hall accommodates 800 students, who dine at tables with space for eight. A continuous glass wall on the south side of the building creates a light and airy atmosphere. The latest type of refrigeration and food handling equipment has been installed in the modern tiled kitchen and accompanying storage rooms. A subway connects the College Commons with the women's dormitories.

LIBRARY. The Library, moved to its present site in the spring of 1958, is located on the first floor of Waller Hall, opposite the main entrance. It now has nearly 60,000 volumes of fiction, non-fiction, and bound magazines, in stacks which were planned for a 100% increase. It also has a good collection of newspapers, periodicals, pamphlets, and pictures. The seating capacity is well over 100. Additional facilities of 30,000 volumes are available at the Bloomsburg Public Library. The college has recently entered into a cooperative arrangement with Town officials permitting joint use of this institution.

NEW NORTH HALL. The new dormitory for men, with accommodations for 200 students, has a number of special features, including lounge and recreation rooms, administration rooms, laundry room, and an apartment for the Dean of Men. Its attractively decorated bedrooms are furnished with single beds, bureau, study table and lounge chairs. Built-in closets provide space for clothing and other personal effects.

WILLIAM BOYD SUTLIFF HALL. William Boyd Sutliff Hall, the new classroom building adjacent to Centennial Gymnasium, has fourteen classrooms, plus faculty offices. The first floor houses classrooms, laboratories for chemistry, physics, botany, zoology, survey physical science and biological science, and geography. Eight specialized classrooms on the second floor are used for instruction in business education. The offices of the Directors of the Business Education Division and the Graduate Studies Division are also located on the second floor.

EAST HALL AND WEST HALL. Two new dormitories, East Hall and West Hall, with accommodations for 492 women are scheduled for completion and occupancy by September, 1964. Each residence hall, divided into two wings, is four stories high with fully automatic, hydraulic elevators. Special features include large recreation rooms, lounge areas on each floor, post office boxes, intercommunication systems, storage areas for luggage, and well-furnished study rooms. Each dormitory has offices and living quarters for a dean or resident counselor.

Student rooms are tastefully furnished with single beds, bureau, built-in desks, lounge chairs, and built-in closets, providing space for clothing and personal effects.

BLOOMSBURG PLANS FOR THE FUTURE

A two-phase plan for the development and expansion of Bloomsburg State College has been announced by Dr. Harvey A. Andruss, President of the College. President Andruss outlined the phases of the plan which will accommodate an enrollment of 3,000 students by 1970.

To prepare for this anticipated increase in student enrollment, the General State Authority recently announced the purchase of the Bloomsburg Country Club property at a cost of \$100,00 and the Dillon homestead adjoining the present athletic field on Mt. Olympus at a cost of \$50,500. Other residential properties contiguous to the present campus will be purchased as soon as they become available.

The campus plan, developed by Dr. Andruss and approved by the Board of Trustees, represents the college of tomorrow at Bloomsburg, which is expected to accommodate 3,000 students on the present campus by 1970. It provides for a living area in which all dormitories, dining rooms, heating plant, maintenance building, laundry, and administration buildings will be located. The Learning Area includes laboratory schools, classroom buildings, library and present gymnasium. A field house and playing fields, including a quarter-mile track, will be built in the Recreational Area on the east campus.

The newly-purchased Country Club property will be used for a second campus, and plans are now being developed for the beautiful hilltop site. It is believed that this campus will accommodate an additional 2,000 students in a lower (two-year) division program of studies.

New North Hall was opened in September, 1960, housing 200 male resident students. Old North Hall is to be razed to provide a site for a second Men's Dormitory for 300, located adjacent to the present College Commons. Waller Hall and Noetling Hall will be demolished so as to provide a dining hall and community activities center, facing East Second Street. In time, three women's dormitories will be located around the site of the present Science Hall. Two of these residence halls will be occupied for the first time in September 1964.

Carver Hall will continue to be used as an Administration Building, while a new Auditorium to seat 2,000 students will be constructed at the end of Spruce Street, with the rear of the building facing Light Street Road.

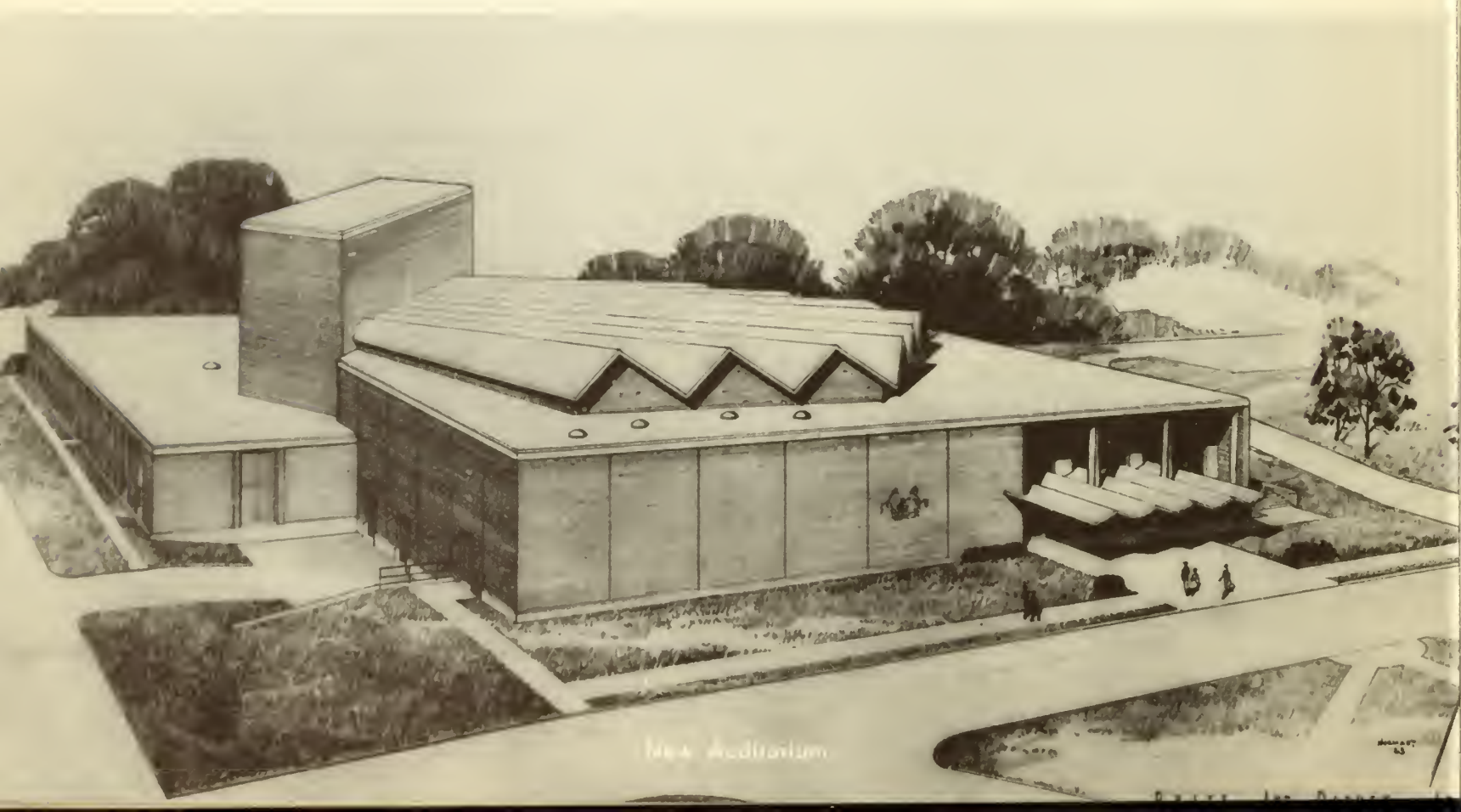
Bids will be received early in 1964 by the General State Authority for the construction of an Auditorium to seat 2,000 persons and a Library to shelve 200,000 volumes. Each building will cost approximately \$1,400,000 and will provide much-needed accommodations for a steadily increasing enrollment. Construction of a men's dormitory to house 300 students will also get under way during 1964 with an allocation of \$1,200,000 provided by the General State Authority.

In order to provide more adequate facilities for intramural and varsity athletics and recreation, a new athletic field will be built east of Mt. Olympus at an estimated cost of \$591,000, although no completion date has been set for this new facility.

The College has also been advised by the Department of Public Instruction that a sum of almost \$2,500,000 has been approved in the proposed capital budget for 1964-65 for the construction of a new science building and a men's dormitory to accommodate 300 students.

Other buildings which will need to be constructed in the more distant future are an additional Maintenance Building and a President's Residence. An addition to the Power Plant will be completed in May, 1964.

A student capacity of 3,000 assumes that dormitories will accommodate 1,800 students, while off-campus students living in the Town of Bloomsburg and those commuting to the campus each day will number about 1,200.



UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN PENNSYLVANIA STATE COLLEGES

(Subject to Change without Notice)

I. COMMUNITY ACTIVITIES FEE

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, accident insurance, et cetera; provided, that students taking extension courses, or regular session students taking less than nine credit hours, may secure the benefits of the Community Activities Program by the payment of the Community Activities Fee.

II. BASIC FEES

1. Semester of eighteen weeks:

(a) A basic fee for each student in each curriculum is charged as follows:

SEMESTER FEES

	<u>Regular</u>	<u>Special</u>	<u>Totals</u>
Elementary Education	\$125.00	(none)	\$125.00
Secondary Education	125.00	(none)	125.00
Business Education	125.00	\$12.00	137.00
Special Education	125.00	10.00	135.00
Arts and Sciences	150.00	(none)	150.00

This fee is fixed by the Board of Trustees as necessary for the proper operation of the College as provided in Section #2008 of the School Laws of Pennsylvania.

- (b) Students taking nine or less credit hours shall pay at the rate of \$12.50 per credit hour (Teacher Education); \$15.00 per credit hour (Arts and Sciences); students taking ten or more credit hours shall pay the regular basic fees; basic fees for special curriculums shall be pro rated on the basis of an eighteen credit hour load.
- (c) Students taking extension courses shall pay at the rate of \$12.50 per credit hour (Teacher Education); \$15.00 per credit hour (Arts and Sciences); provided that the regular fees for special curriculums shall be pro rated on the basis of an eighteen credit hour load.

2. *Summer Sessions:*

- (a) \$12.50 per credit hour (Teacher Education); \$15.00 per credit hour (Arts and Sciences); out of state students, \$20.00 per credit hour. (See paragraph VI—*Fees for Out-of-State Students*). A minimum fee of \$37.50 will be charged for Pennsylvania students and \$60 for out-of-state students.
- (b) In addition to the above fees, students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, or clinics of the special curriculums.

Business Education Fee—\$2.00 per three week session.

Special Education Fee—\$5.00 per three week session.

- (c) Students enrolled for periods of instruction differing from the schedule, pay fees in addition on a pro rata basis of the schedule of fees provided for the regular three weeks summer session.

III. HOUSING FEES

- 1. Housing rate for students shall be \$153.00 per one-half semester and \$51.00 for a three-weeks Summer Session. This includes rooms and meals.
 - (a) Students expecting to occupy dormitory rooms in September must pay \$153.00 (one-half of the housing fee for a semester) before August 1. The remainder, \$153.00, may be paid before November. All fees must be paid at time of enrollment.
 - (b) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, the housing rates shall be divided as follows: \$8.00 for room and \$9.00 for table board.
- 2. Housing rates for employees other than those included in the State Classification Schedule (faculty, clerks, and others) shall be \$15.00 per week.
- 3. The rate for transient meals and lodging shall be:
 - Breakfast, \$0.60; Lunch, \$0.85; Dinner, \$1.25; Room, \$1.50.

IV. DAMAGE FEE

Students shall be responsible for damages, breakage, loss, or delayed return of college property.

V. INFIRMARY FEE

After three days in the college infirmary, students shall be charged an additional \$1.00 for each day in excess of that period.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and medical service, but does not include special nurse or special medical service.

VI. FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$20.00 per semester hour of credit.

If out-of-state students are enrolled in a special curriculum, they shall pay the special fees as found in II, 1-a, in addition to the regular fee of \$20.00 per semester hour of credit, as stated in the preceding paragraph.

VII. DEGREE FEE

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of diploma.

VIII. RECORD OF TRANSCRIPT FEE

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

IX. DELINQUENT ACCOUNTS

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

X. FEE FOR LATE REGISTRATION AND LATE PAYMENTS

Each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of Late Registration Fee shall not exceed \$5.00, except when because of illness or any other unavoidable causes, permission for late registration has been secured in advance from the President. The same regulations shall apply to approved inter-semester payments.

XI. SCHEDULE CHANGE FEE

A \$2.00 fee for students, who, once they have conferred with the scheduling officer and have decided on their schedule, change their class schedules for personal or other considerations.

XII. SPECIAL CLINICAL SERVICES

1. Diagnostic evaluation of reading skills which includes selected standardized reading tests, Lavell Hand-Eye Co-Ordination Test, and telebinocular examination—\$15.00.

2. Reading Clinic Services daily for one hour for a six-week period—\$20.00.

For the regular semesters of the college year effective Second Semester 1962-1963:

1. Diagnostic evaluations of reading skills—\$15.00.

2. Reading Clinic Services twice a week per semester—\$25.00.

B. DEPOSITS

(Subject to Change without Notice)

Advance Registration Deposit

An Advanced Registration Deposit of \$25.00 shall be made by all students; \$10.00 of this amount shall be paid when the student requests registration. This is a guarantee of the intention of the student to enter college for the term or semester indicated. It is deposited with the Revenue Department to the credit of the Student's Basic Fee. It is not repayable.

When a student is approved for admission to college, the remaining \$15.00 of the Advanced Registration Deposit of \$25.00 shall be collected, along with the Community Activities Fee of \$25.00.

REFUND AND REPAYMENT POLICY

The advance registration deposit will not be refunded to any student who has been accepted by the Director of Admission for admission, or to any student who is temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraws from college.

A repayment will not be made except for personal illness, which is certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees.

If any fees other than the Activities Fees are paid by Bank Drafts, Post Office Orders, or Checks, they must be made out for the exact amount which is being paid, and drawn payable to the order of the Commonwealth of Pennsylvania. All Post Office Orders paying such fees must be drawn on the Post Office at Harrisburg, Pennsylvania. If the Activities Fee is not paid in cash, a separate order must be drawn payable to "Community Activities." Post Office Orders for these fees must be drawn on the Post Office at Bloomsburg.

Students who meet the admission requirements of the college, but who do not report at the beginning of the semester, will not receive a repayment of these advanced deposits. However, they may receive a repayment of the Community Activities Fee of \$25.00, if they make written application to the Business Manager of the College before September or December of the semester when they expect to enter.

Any other inquiries relating to fees should be addressed to Mr. Paul G. Martin, Business Manager, Bloomsburg State College, Bloomsburg, Pennsylvania.

C. NO OTHER FEES OR DEPOSITS PERMITTED

No fees or deposits, other than as specified above, may be charged by a State College.

D. REPAYMENTS

I. REPAYMENT WILL NOT BE MADE

1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college for any cause whatsoever.
2. For any part of the advance registration deposit for any cause whatsoever.

II. A REPAYMENT MAY BE MADE FOR personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for that part of the semester which the student does not spend in college.

SUMMARY OF EXPENSES

(Subject to Change without Notice)

The cost of one semester for students living at

	<u>Home</u>	<u>College</u>
Basic Fee (Teacher Education)	\$125.00	\$125.00
Arts and Sciences	(150.00)	(150.00)
Housing Fee (Board, Room, and Laundry)	(none)	306.00
Community Activities Fee	25.00	25.00
Books and Supplies (Estimated)	60.00	60.00
	<hr/>	<hr/>
Total	\$210.00	\$516.00
	(\$235.00)	(\$541.00)

Business students pay \$12.00 additional.

Special Education Students pay \$10.00 additional.

Out-of-state students pay \$20.00 per semester hour of credit.

At the time of application new students are furnished with a summary of estimated expenses for the current college year. The payment of all fees is due as directed by the Business Office. The college reserves the right to withhold all information regarding the record of any student who is in arrears in the payment of fees or other charges, including student loans. The college does not offer a time payment plan, and students living in college residence halls are required to pay one-half of the semester housing fee before August 1; the remainder must be paid before November 1.

A billing statement of student accounts will be mailed prior to registration each semester. This account may be paid upon receipt of this statement, but *all fees must have been paid at time of registration.*

Keys

Each student secures a room key or locker lock for \$1.00. This is refunded when the key or lock is returned.

Baggage

Incoming baggage should be clearly marked with the owner's name and "Bloomsburg State College, Bloomsburg, Pennsylvania."

Guests

Arrangements for room guests at Waller Hall and North Hall must be approved by the Dean of Women or the Dean of Men. The guest rates are as follows: Breakfast, \$0.60; Luncheon, \$0.85; Dinner, \$1.25; Room, \$1.50.

Books and Supplies

Books and supplies are estimated at \$60.00 for each semester. (Costs for freshmen may be slightly higher.) Students may secure these at the College Store. This store is operated on a cash basis.

College Banking

The Business Office is prepared to handle deposits of cash for students in order that they may secure small amounts of money at convenient times.

OTHER REGULATIONS

Notice of Withdrawal

Students leaving the college must notify the Office of the Dean of Students and the Office of the Dean of Instruction of their withdrawal. Regular charges will be made until the notice of withdrawal is forwarded to the Business Office by the Dean of Instruction.

Physical Education Equipment

Students must wear regulation uniforms for all physical education classes. These are to be purchased in the College Store after the student arrives at College, in order that the outfits for the group may be uniform in style and color.

Laundry

Effective September 1, 1964, the College will discontinue personal laundry service with the exception of bed linens which are supplied by the College. Laundromats are available in New North Hall and in the community. Commercial laundry service is also available in the town of Bloomsburg.

Student Residence

Students not living at home and not working in homes approved by the college, *must live in the dormitories if rooms are available*. They must not leave dormitory rooms vacant before the end of the semester.

Residence on Campus

Each dormitory room is furnished with double-decker or single beds, mattresses and pillows, dressers, study table and chairs. Sheets, pillow cases, and white spreads are furnished for the beds.

Students must provide the following equipment:

1. A mattress pad for mattress 36 by 75 inches.
2. A cloth or plastic cover for pillow 21 by 27 inches.
3. Blankets or bed comforters.
4. Towels.
5. A large laundry bag (sold at College Store) plainly marked with the student's name. All clothing and other articles to be sent to the college laundry must be marked with woven name tapes (women students), and hot-iron transfer tape or woven name tapes (men students).
6. Metal wastebasket.
7. Study lamps. (approved by college)

Resident Students Living Off Campus

In situations where dormitory housing may not be available, upon notification from the College, students are required to select off campus rental accommodations from lists of College inspected and approved rooms and apartments in the Town of Bloomsburg. Lists of approved off campus housing may be obtained from either the Dean of Men or the Dean of Women.

Each resident student living off campus is required to enter into a written agreement with his householder or landlord covering the period of proposed tenancy, using Student Housing Agreement forms provided by the College.

It is expected that resident students living off campus will conduct themselves with the same decorum expected of other resident students and that they will comply with the house rules and regulations of their householders or landlords.

An assistant to the Dean of Men and an Assistant to the Dean of Women supervise the housing of resident students living off campus.

Commuting (Day) Students

Dayroom facilities are provided for women and men students who do not live on the campus or in off campus rental housing approved for resident students.

The women's day rooms on the first floor of Noetling Hall include an attractive lounge, lunch room, and office for the Assistant to the Dean of Women. In the lunch room an apartment house unit provides an electric stove, a sink, and a refrigerator. Luncheon tables and chairs are available. The lounge with its new furniture and radio-record player provides for rest, relaxation, and pleasant conversation. Locker space and facilities for study are also provided.

The men's day rooms are on the basement floor of Science Hall. The spacious lounge has facilities for study, recreation, lunch, and storage.

Betty Scaife, Williamsport,
1963 May Queen



Day Women's Lounge Is Busy Place



TYPES OF STUDENT ASSISTANCE

EMPLOYMENT POLICY

1. Application (based on need) for student assistance will be filled out by the student seeking employment and filed with the Dean of Students.
2. Hourly rates of payment will range from \$.50 to \$.80.
 - (a) Payments to entering students will range from \$.50 to \$.65.
 - (b) College dining room and kitchen employment will be paid at rates of \$.65 to \$.75 per hour.
 - (c) Specific recommendations shall be made by the supervising employee to the Dean of Students for rates in excess of those set forth above.
3. Responsibilities of supervisors of student employment.
 - (a) An evaluation of each student employee shall be made by his supervisor in the following terms:
 1. Very satisfactory.
 2. Satisfactory.
 3. Unsatisfactory, with appropriate comment.

The lower part of the application form will be detached so that it may be placed in the student's personnel folder in the office of the Dean of Students at the end of each college year until the Senior Year, when it will then be transferred to the Placement Folder of the graduating student.
 - (b) Those who certify student payrolls and supervise student employes have authority to terminate the employment of any student who consistently refuses to conform to the standards set up by the supervisor. However, the Dean of Students shall review all cases in terms of future employment.
4. Responsibilities of student employees.
 - (a) Student employees are expected to maintain standards of performance which include punctuality, attendance, and satisfactory discharge of the duties assigned.
 - (b) Each student employee is entitled to have one week-end off each month if his assignment involves duties on Friday, Saturday, or Sunday. If an employee expects to absent himself for

more than one week-end a month, he must advise his immediate supervisor one week in advance, and if the work schedule permits, the supervisor may change his work schedule. In the event the work schedule is interrupted by absence of more than one week-end a month by the student employee, he must secure a qualified substitute, satisfactory to the supervisor, and present these arrangements for approval before his absence.

5. Household work in private homes in Bloomsburg is sometimes available for students. This work may be secured with the help of the college or of friends. These homes must be approved by the Assistant to the Dean of Men or Assistant to the Dean of Women. Students should contact the Dean of Students for information.
6. Other employment is available from time to time through the requests that reach the Dean of Students who will post a general announcement to the student body, and will arrange for interviews between students and prospective employers.

SCHOLARSHIPS

1. The Alumni Association offers scholarships ranging from \$50.00 to \$100.00 per year, depending upon demonstrated need and ability of the student. Application blanks may be secured from the Dean of Students, and preference is given to worthy Freshmen and Sophomore students. Selection is made by the Faculty Scholarship Committee and approved by the President of the College.

2. College Community Scholarships, payable from profits of the College Book Store and Husky Lounge Snack Bar, are administered under the same general policy as stated for Alumni Scholarships.

3. The Shuman Award is given to an outstanding Freshman, Sophomore, or Junior athlete. The candidates must have a 2.3 quality point average for the previous semester and a 2.0 cumulative average. He must be of good moral and ethical character, show emotional stability, and indicate that he will be a reliable member of the teaching profession.

4. Other scholarships are the Bruce Albert Memorial Scholarship of \$120.00; the President's Scholarship of \$100.00; Rhodes Scholarship of \$200.00; Lucy McCammon Scholarship of \$200.00; Faculty Association Scholarship, \$100.00; B.S.C. Columbia County Alumni Association; Day Men's Association; Men Residents' Scholarship. Dean William Boyd Sutliff Memorial Scholarship.

The Bloomsburg Parent-Teacher Association also awards scholarships from time to time to college students. Recipients of these scholarships are selected according to college policy.

5. None of these scholarships is available to students prior to the first nine-weeks grading period of any college year.

LOAN FUNDS

1. The Alumni Loan Fund is available to Junior and Senior students. Information may be secured from the Dean of Students. The amount loaned to any one person may not exceed \$500.00, and loans are to be repaid in monthly installments of not less than \$20.00, beginning four months after graduation. No interest is charged on such loans.

2. The Kehr-Ward Fund is available for loans not exceeding \$50.00 (strictly an emergency loan). This fund was established in memory of Miss Irma Ward by the Alumni who worked in the Dining Room while she was College Dietician from 1924 to 1939. These loans are repayable within the college year in which they are made.

3. The Bakeless Memorial Fund resulted from an initial contribution to a loan fund in memory of Oscar Hugh Bakeless and his wife. An equal amount raised by the College Community will be included in this loan fund, which is available to any student meeting the requirements of general loan fund policies set by the Alumni Student Loan Fund Committee.

FEDERAL LOANS

The National Defense Student Loan program operates under regulations promulgated by the National Defense Education Act of 1959. The U. S. Congress makes special appropriations to the Department of Health, Education, and Welfare, part of which is allotted by the Secretary for loans to needy students preparing to teach in the public schools of the United States.

The allotment to BSC is supplemented by the profits from the College Book Store. Applicants for loans are required to sign a loyalty oath and promissory note. Under present administrative policy, a student may secure no more than \$500 a year from this fund.

Repayment of loans begins one year after the student finishes or withdraws from college. Ten yearly payments at 3% interest annually are required. Those persons teaching in Public Schools for five years following graduation will have half of the loan forgiven.

ADMISSION REQUIREMENTS

Following is a statement of the general policies controlling admission regulations. Enrollment is conditional until the applicant has met all the requirements set forth in the following statements:

A — Admissions

1. General scholarship as evidenced by graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Public Instruction. College authorities will make an appraisal of the student's detailed secondary school record in order to determine his capacity to do satisfactory college work. In all cases the college shall seek further evidence from the results of the Scholastic Aptitude Test of the College Entrance Examination Board. Arrangements for taking this test are left to the applicant.

2. Satisfactory character and personality traits as well as proper attitudes and interests as determined by the high school principal, guidance director, or other school officials acquainted with the student.

3. Health and physical condition as evidenced by a health examination by the student's family physician reported on a prescribed form and approved by the college physician. No student shall be admitted who has, in the opinion of the college, disabilities which would impair his ability to pursue a normal college program.

4. Recommendations of two or more college staff members following a personal interview with the applicant.

5. For admission to special curricula, the college may require the candidate to take an appropriate aptitude test in the special field in order to obtain further evidence of ability to succeed in the student's chosen field.

B — Testing

1. To assist in the counseling of students, the college may require each freshman to take such other tests as the College Deans advise.

2. In order to determine the student's achievement for further guidance the college may administer to all sophomore students a battery of achievement tests. A careful study of each individual student by selected faculty members is recommended before the end of the sophomore year.

3. In order to measure the academic success of the student, as well as the effectiveness of the instructional program of the college, the college may administer a standardized terminal test.

C — Revision

1. The testing and admissions program shall be reviewed annually in January of each year, and proposed changes may be submitted to the Board of Presidents for consideration at that time.

STUDENTS ENROLLING FOR FIRST TIME NOTE CAREFULLY:

A. ALL NEW APPLICANTS must have the following blanks sent by the person indicated directly to the college in advance of (a) the personal conference, (b) the medical examination, and (3) the written examination.

1. By the applicant — application for admission.
2. By a physician — report of the physical examination.
3. By the high school principal — high school record and evaluation.

These blanks will be forwarded to applicants on request. Personal conferences may be had by arrangement with the Director of Admissions. These personal interviews may be arranged for any day from 9 A.M. to 5:00 P.M., and Saturday 9:00 A.M. to noon.

The credit unit on which entrance qualification is based represents not less than 120 sixty-minute periods of prepared work or the equivalent.

VETERANS AT BLOOMSBURG

The educational opportunities for Veterans authorized by Public Law 550 (Korean Veterans), and, in special cases Public Laws 16 and 894, are available. The College is cooperating with the Veterans' Administration in offering the regular degree curriculums to those desiring to teach in the fields of elementary, secondary, business, or special education.

Graduates of approved four-year high schools are admitted to these educational programs upon application, in conformity with the established entrance requirements.

Veterans who are not graduates of four-year high schools may be admitted to the College under certain provisions as set forth in Bulletin 1, *The Pennsylvania Plan for Evaluation of Secondary Credentials, for Examin-*

ations and for the Issuance of the High School Equivalent Diploma under Act Number 212, Approved May 15, 1945, issued by the Department of Public Instruction, September 7, 1945. Veterans who desire information should contact the Director of Admissions to determine whether or not they are eligible for admission under this plan.

To qualify for educational benefits under the G.I. Bill of Rights, all Veterans are required to present a *Certificate for Education and Training*, secured from the nearest Regional Veterans' Administration Office, at time of original registration.

The College does not accept credits for courses taken under the United States Armed Forces Institute Program, but credits earned in residence or in extension work at accredited colleges or universities will be evaluated for transfer by the Dean of Instruction. All evaluations are tentative until the student has been in residence for one semester.

ACADEMIC REGULATIONS

SCHEDULING CLASSES

The installation of IBM data processing equipment has enabled the college to perform certain routine administrative tasks with greater efficiency. Prior to the beginning of each semester, the student will prepare a class schedule with the help of a faculty advisor. After this schedule has been approved by the divisional director involved, it will be printed in the IBM Center and handed to the student at registration. Any changes in this schedule must be approved by the Dean of Instruction. At the end of each grading period, members of the faculty will record grades on IBM course cards, which will become the basis of the permanent record of each student.

PROVISION FOR SUPERIOR STUDENTS

A student whose work for a semester average 3.0—"B," or above may petition the Dean of Instruction for approval to schedule course work in addition to that normally scheduled for that semester (16 credit hours).

TRANSFERS AND EVALUATIONS

Students wishing to transfer to this college may be candidates for admission only if:

1. They have been in attendance at other colleges for four semesters or less.

2. They have a record of honorable dismissal or completion of their work at other colleges with a quality point average of C-plus or better.

3. They have no evidence on their record of having been on social or academic probation at other colleges.

The applications of students meeting the above qualifications will receive the same consideration as those of other new candidates, but the applicant must demonstrate better-than-average results on the Qualifying Examination (or C.E.E.B. examinations) and in the personal characteristics pointing to success as teachers.

The quota of transfer students is not to exceed 10% of any entering group.

A student approved for admission as a transfer from another college must present a letter of honorable dismissal and a complete record of the work taken at his former college. These records shall be sent directly from the college to the office of the Dean of Instruction.

In evaluating and crediting the work of a student transferring from another college, credit shall be given only for work having a grade one letter point or the equivalent above the lowest passing grade of the institution from which the student is transferring.

All evaluations are made by the Dean of Instruction and are subject to change according to revisions in the requirements for graduation.

Advanced credit will be given for equivalent courses in accredited institutions of college grade, but no student may obtain a Bachelor of Science or Bachelor of Arts degree at Bloomsburg without a minimum residence of one year in the curriculum in which the student intends to graduate. Students desiring to take work at any other institution must make written application to the Dean of Instruction for approval in advance. Otherwise credits may not be accepted. *Correspondence courses are not offered or accepted by this college.*

PROGRESS REPORTS AND RECORDS

For the purpose of reporting the progress of each student, each semester is divided into periods of nine weeks. During each period the instructor hands to the Dean of Instruction a special deficiency report at any time the student is not doing satisfactory work. At the end of nine weeks a complete grade report may be made.

At the end of the semester final grades are reported, recorded upon the permanent progress card of each student, and filed. The report is then sent out as before. Any parent not receiving such a report at the end of the eighteen weeks' period should notify the Dean of Instruction so that a duplicate may be mailed.

SYSTEM GRADING

The system of grading used at this college and its interpretation is as follows: *A* — very high; *B* — high; *C* — average; *D* — low; *E*, failure involving repetition of the entire course. *W* — a withdrawal, approved by the Dean of Instruction while the student is passing the course. *Incomplete* — work not handed in, or material does not satisfy the instructor's standards or the course requirements. *Condition* — work which, although sufficient in quantity, is of such a quality as not to warrant the giving a grade of *E* or failure, but may if certain conditions are met result in a passing grade.

QUALITY POINT SYSTEM

For each semester hour *A* carries 4 quality points.

For each semester hour *B* carries 3 quality points.

For each semester hour *C* carries 2 quality points.

For each semester hour *D* carries 1 quality point.

For each semester hour *E* carries 0 quality points.

A grade of *W* is not considered in computing quality points.

Incomplete is not considered in computing quality points.

Condition is not considered in computing quality points.

To be graduated, a student must have not less than an average of 2.0 quality points.

REMOVAL OF "CONDITIONS" AND "INCOMPLETES"

Each instructor listing a condition or an incomplete at the end of a semester shall file with the Dean of Instruction a detailed statement of the steps to be taken by the student for the removal of such condition.

A printed form (blue) must be secured at the office of the Dean of Instruction to be used when a condition or an incomplete has been removed. It is the responsibility of the student to have this form signed by the instructor removing the condition, and to present it to the Dean of Instruction for recording.

If the condition is not removed within one calendar year, the grade automatically becomes an E and the course must be repeated. This is also true of the grade "Incomplete."

PRE-REQUISITES FOR STUDENT TEACHING

A student is eligible for assignment to student teaching if he has attained a quality point average of 2.0 in not less than 90 semester hours.

RESIDENCE REQUIRED FOR GRADUATION

The minimum period of residence at this college is one year or its equivalent. Former students certified for teaching by having completed two or three years of college work who are candidates for the Bachelor of Science Degree in Education, must complete at least one-half of the remaining work required for the degree in residence at Bloomsburg. Residence credit may be earned in the classes of a regular semester, in summer school, or in Saturday classes for teachers-in-service.

REQUIREMENTS FOR GRADUATION

The conferring of the degree of Bachelor of Science in Education, or any other degree which the Bloomsburg State College is authorized to grant, and the Application for the Pennsylvania Teaching Certificate require the following:

- 1 — Completion of 128 semester hours of credit in a specified undergraduate curriculum, or 30 hours of graduate credit in courses required for the degree of Master of Education.
- 2 — A condition of health and physical fitness, which assures teachers for the Commonwealth of Pennsylvania who will possess the vigor and vitality necessary for this profession.
- 3 — Emotional stability, as evidenced by active participation in college social and academic activities.
- 4 — Personality traits considered by the college to be adequate for a member of the teaching profession.
- 5 — High moral and ethical standards of conduct.

The college reserves the right to withhold the degree or the application for a certificate to teach in the Commonwealth of Pennsylvania if one or more of these conditions for graduation are not met.

All candidates for degrees are individually responsible for meeting all the requirements for graduation outlined above.

ACADEMIC PROBATION

At the end of each grading period a student who has a quality point average of less than 2.0 will be placed on probation until the next grading period. If at the end of that grading period he has not attained a 2.0 average, he will be given an opportunity to meet with a faculty committee composed of the director of his curricular division and a minimum of three instructors who have taught or are currently teaching the student.

The purpose of this meeting is two-fold (1) to enable the student to determine the causes of his apparent failure, (2) to enable the faculty committee to assess the professional interest and promise of the student, and to determine whether or not the student will be able to profit educationally by remaining in the college. The action of this committee is subject to the approval of the Dean of Instruction and the President of the College.

The privilege of meeting with a faculty committee will be extended to a student only one time during his residence at the college unless extenuating circumstances should warrant a second conference.



CHOOSING A CURRICULUM

Every new student entering Bloomsburg State College is required to take a battery of tests covering English, reading, social studies, science, mathematics, and contemporary affairs. The results of the tests are converted into percentiles, both local and national, and are projected on a graph called a profile. These profiles are available through the office of the Dean of Students. Every student is given an opportunity to go over his profile, noting the area of his strength and weakness. He sees himself in relation to the group of students entering Bloomsburg State College, as well as to the national group of students entering liberal arts colleges and pre-professional schools.

In order that entering students may have an opportunity to explore their interests, and try out their abilities and their aptitudes in a college situation, a uniform curriculum is followed by all students the freshman year. This includes a course, *Introduction to Education*, which emphasizes the historical development of education, its philosophy in a democracy, and its organization and administration. Outside assignments give students the following opportunities: experience in areas significant for the personal and professional development of prospective teachers, class visitations to the Benjamin Franklin Laboratory School, specialized information about the elementary, secondary, special education, and business curriculums by means of lectures and guidance by the directors of the respective curriculums. An additional program is held once a week during the first semester for all Freshmen under the direction of the Dean of Students. The purpose of these meetings is to continue and complete the Orientation program originated during Orientation Week.

At the conclusion of the course, each student should be able to assess objectively his interest in teaching, to evaluate himself honestly in terms of meeting the requirements of the teaching profession, and to choose intelligently his future course of study.

CHANGE IN CURRICULUM

In order to change his curriculum, a student must obtain permission in writing from the directors of the curriculum involved, and present this request to the Dean of Instruction whose approval is required before the change in curriculum becomes effective. All requests must bear the signature of the applicant's parents.

STUDENT TEACHING

AN OVERVIEW

Faculty and administration of Bloomsburg State College consider the student teaching assignment to be the culmination of four years of pre-professional education leading to teacher-certification. For this reason, an entire semester of the College academic program for each student is reserved for student teaching. A student teaching assignment requires that the student spend the entire day from Monday through Friday in supervised educational activities in public schools, for the duration of one semester. In addition to receiving twelve semester hours of credit for student teaching, the student teacher is also enrolled in Professional Practicum and receives in addition, two semester hours' credit for satisfactory participation. Professional Practicum may be scheduled on or off the College campus.

In order to orient student teachers more effectively to public school programs, the calendar of schools to which they are assigned is followed. However, the College calendar will determine opening and closing dates for student teaching assignments.

STUDENT TEACHING CENTERS

In meeting its responsibility for providing high quality graduates for the teaching profession, the College carefully selects student teaching centers and cooperating teachers. Each curricular division of the College has centers established as follows:

Division of Business Education

Student teachers are assigned to the following schools: Louis Dieruff Senior High School, Allentown; William Allen Senior High School, Allentown; Liberty Senior High School, Bethlehem; Berwick Senior High School, Berwick; Bloomsburg Senior High School, Bloomsburg; Central Columbia Joint High School, Espy; Danville Senior High School, Danville; Lewisburg Senior High School, Lewisburg; Milton Senior High School, Milton.

Division of Elementary Education

School districts which are cooperating in the student teaching program are Berwick Area Joint Schools, Bloomsburg Area Joint Schools, Muncy Joint Schools, Selinsgrove Area Joint Schools. The Benjamin Franklin Laboratory School on campus also serves as a training center for student teachers.

Division of Secondary Education

Cooperating with this Division in the preparation of student teachers are the Berwick Area Joint School, Berwick; Bloomsburg Senior High School, Bloomsburg; Central Columbia Joint High School, Espy; Danville Senior High School, Danville; Milton Senior High School, Milton; Council Rock High School, Newtown, Pa.; Bristol High School; three senior high schools and four junior high schools in the Pennsbury and the Bristol-Delhaas School Districts in Bucks County.

Division of Special Education

In addition to the Benjamin Franklin Laboratory School on campus, students are assigned to the Selinsgrove State School and Hospital and to the public schools of Lycoming and Schuylkill Counties through the offices of county superintendents.

As greater numbers of students are assigned to student teaching through increased enrollment, other centers will be developed. A student may be assigned to a school district or county for an entire semester, or he may be transferred in mid-semester to other school districts or counties.

COLLEGE LABORATORY SCHOOL FACILITIES

Those who are to become teachers should have ample preparation in teaching in typical school situations. Considerable attention has been given to enlarging and strengthening the laboratory school facilities of the Bloomsburg State College. The Benjamin Franklin Laboratory School on the campus houses a kindergarten, special class for the mentally retarded, and grades one to six inclusive. An Elementary Education curriculum materials center is planned for completion during 1964.

Elementary Education provides preparation in these special fields: Early Childhood Education, including Kindergarten, Grades One, Two, and Three; Intermediate Education, Grades Four, Five, and Six.

The Special Class in the Benjamin Franklin School offers facilities for observation and student teaching of the Mentally Retarded. The student observes and works with children who range in age from six to sixteen years, and whose physical and mental abilities may vary.

The slow learning child acquires knowledge and information through his own experiences. Manual activities have a prominent place in the school program because they not only bring the satisfaction that results from having achieved some success but also because they provide a means for developing habits and attitudes of work which may prove helpful to the pupils when they are faced with the problem of earning a living.

IN-SERVICE COURSES FOR TEACHERS

Course work for teachers-in-service is resident work so that all the facilities of the college, such as the library and laboratories, are available for the use of the students. Classes generally meet Saturday mornings.

The possibility of offering any course is dependent upon two things: first, the demand of teachers-in-service for the course; and, second, the availability of the faculty instructor.

Any teacher-in-service who is interested in courses should communicate with the Dean of Instruction indicating courses desired.

Regular members of the faculty will teach the courses. A fee of \$12.50 is charged for each credit hour. In accordance with the certification regulations of the Department of Public Instruction, six (6) credit hours per college semester is the maximum amount which may be taken by a regularly-employed teacher.

Those desiring information relative to enrollment should communicate and if possible have a personal interview with the Dean of Instruction, Bloomsburg State College, Bloomsburg, Pennsylvania. Teachers-in-service are urged to note carefully the following: (1) Before taking advanced work be sure that you are familiar with the State regulations covering the type of certification desired, and decide definitely on the fields that you desire covered by your State Certificate. (2) Be sure that the work which you will take will be accepted for certification by the Department of Public Instruction and that it will definitely advance your standing towards the certificate that you desire. In other words make sure before you begin a course that it will be credited toward your certificate. (3) In case of doubt, state your case to Director, Bureau of Teacher Education and Certification, Department of Public Instruction, Harrisburg, Pennsylvania.

PROGRAMS IN THE ARTS AND SCIENCES

Bloomsburg State College is one of the Pennsylvania State Colleges approved by the State Board of Education to inaugurate programs of study in the Arts and Sciences, beginning in September, 1963. Curriculums in the Humanities, Natural Sciences, and Social Sciences will lead to the degree of Bachelor of Arts, although the College does not plan to graduate students in the Arts and Sciences before May, 1966.

For almost a century, beginning in 1869, the Bloomsburg State College has had as one of its chief objectives the education of teachers and professional personnel for the public schools of the Commonwealth of Pennsylvania. Following the change of name of the institution by deleting the word "Teachers," Bloomsburg State College was authorized by an Act of the 1961 General Assembly to add curriculums in the Arts and Sciences, leading to the degree of Bachelor of Arts, to its present curriculums in Teacher Education, leading to the degree of Bachelor of Science in Education.

A supplementary bulletin answering questions regarding admission requirements and other policies governing the three new programs of study, along with student fees is available on request to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

PROGRAM OF GRADUATE STUDIES

The Bloomsburg State College is authorized by the State Board of Education of the Commonwealth of Pennsylvania to offer a program of graduate studies in Business Education, Elementary Education, Special Education (Mentally Retarded or Speech Correction), and English. Applications are now pending before the State Board of Education to offer programs of Graduate study in Social Studies, including Geography.

Upon completion by a student of the requirements established by the Graduate Council of the College, the Master of Education degree in Business Education, Elementary Education, and English will be conferred. The program of graduate studies has as its primary purpose the increasing of the competency of elementary school teachers, teachers of business subjects, special class teachers, speech correctionists, and English teachers in Pennsylvania.

Persons desiring to enroll in graduate courses must file an application for admission and meet the requirements established by the Graduate Council. Students wishing to earn the Master of Education degree must, in addition, request admission to candidacy for the degree.

The following fees are applicable to the program of graduate studies:

Matriculation Fee	\$10.00	
(Payable at time of application for admission to graduate courses. <i>Not refundable or applicable to graduate tuition.</i>)		
Graduate Tuition Fee	\$20.00	per sem. hr.
Activities Fee (summer term only)	\$ 3.00	per three-week session
	\$ 6.00	per six-week session
Graduation and Diploma Fee.....	\$10.00	
(Not including rental of cap, gown, and hood)		

Detailed information relating to the program is contained in the Graduate Studies Bulletin. Requests for this bulletin, for application forms, and for additional information concerning the program should be addressed to Dr. Robert C. Miller, Director of Graduate Studies.

PLACEMENT SERVICE

A measure of a college's contribution to American education might well be the success it has in placing its graduates in the educational field. Bloomsburg is proud of its placement record. Continuous follow-up studies of graduates of the past twenty-one years indicate that practically ninety percent have taught school, and that another seven percent have been gainfully employed outside of the teaching profession.

The college maintains the Placement Service for a two-fold purpose: to serve the public schools of Pennsylvania by bringing to the attention of school officials worthy candidates for teaching positions, and to help our graduates secure their first teaching position. The Director of Placement, with offices in New North Hall, has the following responsibilities:

To serve as chief contact with those employing teachers, to counsel with candidates for the teaching profession, and to cooperate with other professional groups.

To recommend certain candidates for each vacancy reported to his office.

To counsel with seniors concerning placement; including preparation of complete credential folders, techniques of applying for a position, and routines to be followed in aiding the Placement Service to operate efficiently.

To maintain a follow-up study of graduates each year.

To prepare and distribute a distinctive brochure of seniors to all school officials in a five-state area.

Alumni of the college are urged to regard the Placement Service as a permanent point of contact. The office frequently has calls for experienced teachers. Alumni should notify the Director of a change in position, of graduate work pursued, changes in his certification, new addresses, and other pertinent information. Men in the Armed Forces should always keep in contact with the Placement Service.

The Placement Service consistently tries to adhere to these general policies of operation:

1. To offer to employing officials a service that is professional, prompt, courteous, and reliable. Such service includes: nominating candidates for teaching positions or for substitute work, information on salary trends, or any service desired by school administrators.

2. To prepare for all candidates credential folders that give an accurate and complete description in order to help employers evaluate a candidate's qualifications.

3. To recommend a candidate for the type of position and for the kind of community where he will have the best opportunity to serve and succeed.

4. To encourage close contact with alumni and thus be in a position to aid employers in finding experienced teachers as well as to further the professional careers of graduates.

5. To serve as an information center to those in college concerning placement trends, areas of demand, and salary schedules.

6. To cooperate with other placement agencies, educational organizations and governmental services in furthering the college's service to education.

All communications relating to placement should be addressed to Mr. Elton Hunsinger, Director of Placement, Bloomsburg State College, Bloomsburg, Pennsylvania. Telephone 784-4660 — Ext. 23.

SUMMER SESSIONS

The summer sessions are designed primarily to enable Pennsylvania teachers to advance professionally and to meet the certification standards approved by the State Board of Education. All of the courses offered will be on a college level, and will be of particular interest to the following:

- (1) Undergraduates qualifying for advanced standing or the removal of conditions.
- (2) Teachers-in-service qualifying for (a) advanced State Certification, (b) the Degree of Bachelor of Science in Education, and (c) the Permanent College Certificate.
- (3) College graduates qualifying for state certification through courses in education and student teaching.

Students attending the summer sessions may schedule as many semester hours as there are weeks in the session.

Special opportunities will be provided during the summer sessions for persons certified to teach on the secondary level to work toward certification which will include teaching on the elementary level.

The enrollment in the summer session will be limited to teachers-in-service, presently-enrolled students of the college, and others who have been in attendance at an accredited college. Students from other colleges enrolling at Bloomsburg for the first time should present evidence of having attended another college and a written statement from their college certifying that they are in good academic standing.

A copy of the current summer session bulletin will be sent upon a request addressed to the Dean of Instruction.

STUDENT PARTICIPATION IN COLLEGE GOVERNMENT

Since a State College is a professional institution for the education of teachers for our public schools, the college requires the maintenance of high standards in academic work, balanced programs of social and recreational activities, and opportunities for the development of initiative and leadership. The attainment of these objectives is aided by a sound health program, favorable study conditions, a good library, and supplementary social and recreational activities.

In general, these opportunities are provided through a broad program of college organizations and activities which are developed and controlled through the participation of the entire college in the Community Government Association. This organization, through the College Council, is the general control body for the various college activities. In accordance with the constitution of the Community Government Association, resident affairs are handled for women by the Waller Hall Association, and for men by the Men Residents' Council. The activities of students not living in the dormitories are handled for the women by the Day Women's Association, and for the men by the Day Men's Association. The detailed plans for student participation in college community life are presented in *The Pilot*, the College handbook, issued at the beginning of the fall semester.

Community Government Association

The Community Government Association cooperates with the administration in promoting personal and group responsibility in regulating all student affairs.

The College Council, which meets every two weeks, acts as the executive board of the *Community Government Association*. The presidents of the following groups automatically become members of the Council: Waller Hall Association; Day Women's Association; Day Men's Association; Men Residents' Council, Senior, Junior, Sophomore, and Freshman Classes; Editor of *The Maroon and Gold*. The College Council administers the affairs of the association, formulates its policies, and acts upon cases involving violation of the Community Government regulations.

Waller Hall Association

This association is an organization of resident women. Its administrative body is the Governing Board whose members are selected from each class. The Governing Board has the responsibility of making and enforcing regulations, directing social life, and promoting the general welfare of all women students of Waller Hall.

Day Women's Association

The Day Women's Association is an organization of women not living in the college dormitories. The government body is an Official Board consisting of a President and Vice-President elected by the entire association, and two

representatives from each class. Its purpose is to promote the general welfare of the day women, and to cooperate with the other student organizations in matters affecting the general welfare of the institution.

Day Men's Association

The Day Men's Association is an organization of men who commute from their homes to the College. The governing board consists of a President, Vice-President, Secretary and Treasurer. The association carries on a varied program of activities for its own welfare and for the benefit of the College community.

Men Residents' Council

The Men Residents' Council is the governing body for resident men students including unmarried men living in rented accommodations in the Town of Bloomsburg as well as those living in campus dormitories. The administrative body is composed of the President, Vice-President, Secretary, and Treasurer. By means of this organization, the men cooperate with the administration in fostering personal and group responsibilities.

EXTRA-CURRICULAR ACTIVITIES

All students are required to take part in one extra-curricular activity one semester each year in addition to assembly attendance. The students are eager to take this opportunity to train themselves in this important and interesting phase of modern school work. The extra-curricular work during the past year included the following:

Amateur Radio Club

The Bloomsburg State College Amateur Radio Club is an organization composed of students interested in the art of Amateur Radio Communication. Requirements for admission are an interest in "Ham Radio Communication," a desire to be a "Ham" operator, and a satisfactory standing in college.

Athenaeum Club

The purpose of the Athenaeum Club is to enable students to become acquainted with, and appreciative of, classical music.

Athletics

In addition to the required courses in physical education, men receive extra-curricular credit for football, basketball, track, wrestling, swimming, and baseball. Women receive extra-curricular credit for hiking, skating, volleyball, basketball, tennis, and baseball.

B Club

The B Club is an organization of women who have earned a given number of athletic points. The club creates an increasing interest in sports and sportsmanship.

Bloomsburg Players

The Dramatic Club provides a workshop for those who wish training in educational dramatics. It stages plays for college affairs and for the public. It has installed a chapter of Alpha Psi Omega, national honorary dramatic fraternity, on the campus.

Business Education Club

Organized in 1930 in order to give students a wider range of experiences, the Business Education Club affords all students of the Division of Business Education an opportunity to participate in an organization designed to develop professional interest in business education.

Cheerleaders

Cheerleaders, who stimulate an active interest in all sports, are chosen from members of the student body.

Chess Club

The purpose of the Chess Club is to provide students with an opportunity to play chess. The club is divided into beginners, average and experienced. All members compete for position on the college chess team, which competes with other colleges.

Circle K

Circle K is a Kiwanis affiliated organization serving the College and Community. The purpose of this organization is to foster a spirit of cooperation among the members of the club in serving the College and Community. Membership is open to male students.

Class Organization

For purposes of government and conduct of social affairs, the *Senior, Junior, Sophomore, and Freshman Classes* are organized under these officers: President, Vice-President, Secretary, Treasurer, Man Representative, Woman Representative, and Class Advisor. The last officer is a member of the faculty.

College Choraleers

The College Choraleers is composed of both men and women students of the College Community. Its purpose is to provide joyful and purposeful singing.

Council for Education of Exceptional Children, Alpha Chapter

The Council for Exceptional Children, Alpha Chapter, was organized on the Bloomsburg State College campus in February, 1960. This was the first college or university chapter in Pennsylvania to be affiliated with the state and national councils.

The purpose of this organization is to promote the welfare and education of exceptional children by coordinating the work of students enrolled in the Division of Special Education with the agencies and individuals, public and private, who are interested in the movement.

English Club

The purpose of the English Club is to stimulate interest in Literature and the Fine Arts. Membership is open to students majoring in English and to other interested students. Meetings are held twice a month and varied programs are presented: the reading of papers and informal talks by students and faculty, the playing of records, followed by group discussion, the reading and discussion of poems, plays, and novels. From time to time many of the members as a group visit neighboring cities and universities to enjoy cultural programs related to their interests.

Forensic Society

The purpose of the Forensic Society is to encourage an interest in inter-collegiate debate. The club sets as its goal the formation of teams that will actively participate in debate with other colleges. Participation in oratorical and extemporaneous speech contests is a recent addition to the society's activities.

International Relations Club

The International Relations Club is an organization of students interested in current events and problems in the world today. The purpose of this club is to develop among its members an interest and a greater knowledge of national and international affairs.

Le Cercle Francais

Le Cercle Francais, organized in September 1961, is a conversational French club for the purpose of improving the pronunciation and fluency of spoken French. Membership is open to any student who has a genuine interest in the art of conversation and a sincere desire to improve in the spoken language. Students enrolled in this Club meet monthly during the college year.

Maroon and Gold Band

Consisting of seventy members, the band offers training in group and ensemble playing. The band plays at all athletic functions and other college affairs. Students with musical talent will benefit by participating in this organization.

Science Club

Members of the student body who are interested in natural and physical science constitute the group. Subjects for study and observation include the history of the various branches of science, plant and animal life, geology and mineralogy, chemistry, and physics.

Student Christian Association

Members are affiliated with the Student Christian Movement, the Young Men's Christian Association, and the Young Women's Christian Association. Through its bi-weekly meetings, vesper services, assembly programs, and a party for new students during Freshman Week, the Association aims to develop the religious and social aspects of college life.

Student Education Association of Pennsylvania

This group is an organization of students who are preparing for the teaching profession. The purpose of the organization is to promote interest in education and to familiarize prospective teachers with the problems, obligations, and opportunities awaiting them in the near future.

Varsity Club

Men who have won a major letter award in any authorized intercollegiate sport comprise the membership. All men students who have won such an award at Bloomsburg are eligible for membership.

Veterans' Association

The purpose of the Veterans' Association is to orient and educate any student about his prospective military obligations, and to keep veterans informed on all matters concerning their governmental benefits and responsibilities, past and present.

ALUMNI ACTIVITIES

A graduate of the college automatically becomes a member of the Bloomsburg State College Alumni Association upon the payment of dues. This also entitles the member to receive the *Alumni Quarterly*, a publication of the organization.

There are eleven county groups which are fully organized and actively engaged in supporting programs of activities. Meetings are held in every county prior to college reunions. Two dates are set aside especially for the Alumni: they are Homecoming Day in the fall, and Alumni Day in the Spring.

The Alumni Association supports various projects at the college, including Scholarships and loans for students, and book purchases for the Library.



Bloomsburg Graduates Are Good Teachers

COLLEGE PUBLICATIONS

THE MAROON AND GOLD

The college paper is published weekly by a student staff. It keeps the student body informed of current college happenings.

THE OBITER

This annual is published each spring by the graduating class. It contains a review of the activities of the class, with pictures of college activities, campus, students, clubs, and teams.

THE OLYMPIAN

Students publish this literary magazine. In this publication talented contributors will find an outlet for literary expression in the fields of poetry and prose.

THE PILOT

This is an annual handbook, edited by the Dean of Students, which informs students about college life at Bloomsburg. It serves as a guide to freshmen and also as an information booklet for upper classmen.

PLACEMENT BROCHURE

Annual publication of the Placement Service, this brochure contains photos of graduating seniors, plus personal data of interest to employing officers in the schools of the Commonwealth.

PROFESSIONAL FRATERNITIES

National honorary and professional fraternities which foster and advance educational ideals through scholarship, social efficiency, and moral development, are permitted to form chapters.

KAPPA DELTA PI (Coeducational Honor Society in Education)

Kappa Delta Pi originated at the University of Illinois in 1909 as the Illinois Educational Club, and was incorporated June 8, 1911, under the laws of the State of Illinois as the Honorary Education Fraternity. On October 4, 1932, this title was changed to Kappa Delta Pi, an Honorary Society in Education, and was so registered at the office of the Secretary of State at Springfield, Illinois. Both men and women who have a scholarship record in the upper quartile of the institution are eligible for membership. Kappa Delta Pi is

both an undergraduate and graduate society, now comprising 228 chapters. It has the unique distinction of having a Laureate Chapter composed of outstanding educators throughout the world, the intent being to make this an academy of educators similar to the academy of science or academy of letters.

PHI SIGMA PI (Professional Education Fraternity for Men)

Phi Sigma Pi, a National Educational Fraternity, was founded at the State Teachers College, Warrensburg, Missouri, on February 14, 1916. The fraternity has 13 active chapters. The objective of the fraternity is to maintain a professional educational fraternity for men in teacher training institutions. The organization is based on high scholastic attainments and seeks to advance educational ideals, promote close fellowship, improve the training of teachers, and uphold just and efficient government.

ALPHA PSI OMEGA (Coeducational Dramatic Fraternity)

Alpha Psi Omega, national dramatic fraternity, was organized in 1925 at Fairmont State College, Fairmont, Virginia, to provide an honor society for those doing a high standard of work in college dramatics, and to secure for them the mutual helpfulness provided by a large national fraternity. At present there are 345 chapters located in colleges and universities in the United States and Canada. The Bloomsburg chapter, Alpha Omicron, was organized in March, 1928.

GAMMA THETA UPSILON (Coeducational Geography Fraternity)

Gamma Theta Upsilon originated in the Geography Club of the Illinois State Normal University on May 15, 1931. Delta Chapter was organized by seven Junior and Senior members of the Geographic Society of Bloomsburg in October, 1931. Membership is limited to students making special preparation to teach geography. The purpose of this organization is to advance the professional study of geography both as a cultural discipline and a practical subject for study and investigation.

PI OMEGA PI (Professional Business Education Fraternity)

Pi Omega Pi, organized in 1923 at the Northeast Missouri State Teachers College, is a professional business education fraternity. Membership is open to students in the Division of Business Education who have demonstrated keen professional interest in business teaching; who have attained above average scholastic standing; and who have participated actively in the Business Education Club.

Alpha Delta Chapter was installed at the Bloomsburg State College on May 2, 1935. The fraternity is now composed of 111 chapters located on campuses throughout the United States. The aims of the fraternity are: (a) to promote interest in scholarship in business education; (b) to encourage high ethical standards in business and professional life; and (c) to contribute to the professional development of the prospective business teacher.

SIGMA ALPHA ETA (Honor Speech and Hearing Fraternity)

The Iota Chapter of Sigma Alpha Eta, National Honor Speech and Hearing Fraternity, was installed at Bloomsburg February 19, 1951.

This fraternity has the following objectives: to create and stimulate an interest in the fields of Speech and Hearing; to encourage professional growth by providing learning experiences not offered in formal courses; to foster a spirit of unity among persons with a common goal; to offer opportunities for social and professional fellowship; to inspire a high plane of achievement in academic and clinical activities. With its three levels of membership, Associate, Key, and Honor, this organization offers a continuous incentive for higher attainment in the fields of Speech and Hearing. The Iota Chapter now has 76 active chapters, representing 28 states.

ALPHA PHI OMEGA (National Service Fraternity)

Dedicated to the principles of Leadership, Friendship, and Service, Alpha Phi Omega assembles college men in the fellowship of the Scout Oath and Law, in SERVICE to the student body and faculty, youth and the community, and the nation as citizens. Founded in 1925 at Lafayette College, it now has a membership of more than 75,000 men from over 300 college campuses. The Xi Lambda Chapter of Alpha Phi Omega, founded in May 1962, was installed at Bloomsburg State College on October 26, 1963. It has a membership of 60 active members, 6 faculty members and 3 honorary members.

PROGRAMS OF STUDY

DIVISION OF ELEMENTARY EDUCATION

Students in Elementary Education must be made aware of and sensitive to the problems which children encounter in their growth and development, and how those problems affect their learning. Instruction and practice in program planning and budgeting of the school day are provided to the end that they will know how to recognize individual differences.

The human relations skills which will help students gain necessary rapport and standing among their associates as they work toward improved practices are an integral part of this program of studies.

Students in this curriculum are required to choose their electives from a sequence of courses* which will give them an unusual depth of training and experience in one area of the elementary program of studies. This "Area of Competence" will not only help students to overcome academic weaknesses but it will also help to equip the elementary teacher to serve as a resource person in the schools in which he will teach.

THE FOUR YEAR ELEMENTARY CURRICULUM

Provisional College Certificates issued on the basis of the four year elementary curriculum are valid for Kindergarten and Grades One to Six inclusive as well as for Grades Seven and Eight under the old 8-4 system.

(For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the credit hours.)

FIRST SEMESTER			SECOND SEMESTER		
	Hours			Hours	
	CL	CR		CL	CR
Eng. 101—English Composition	3	3	Phys. 101—Basic Physical Science	4	3
Math 121—Principles of Mathematics.....	3	3	Eng. 102—English Composition	3	3
Speech 101—Fundamentals of Speech.....	2	2	Health 101—Principles of Hygiene	2	2
Ed. 101—Introduction to Education	3	3	P. E. 101—Physical Education	2	1
Geog. 101—World Geography	3	3	Geog. 223—Geography of U.S. and PA.	3	3
Art 101—Introduction to Art or	3	3	Elective	3	3
Mus. 101—Introduction to Music					
	—	—		—	—
	17	17		17	15
THIRD SEMESTER			FOURTH SEMESTER		
Biol. 103—General Biology I**	6	4	P. E. 201—Physical Education	2	1
P. E. 102—Aquatics	2	1	Ed. 202—Materials in Elementary		
Psy. 201—General Psychology	3	3	School Science	3	3
Eng. 207—Survey of World Literature.....	3	3	Eng. 208—Survey of World Literature.....	3	3
Hist. 211—History of Civilization			Hist. 212—History of Civilization		
to the 17th Century	3	3	since the 17th Century	3	3
Elective	3	3	Ed. 301—Audio-Visual Education	3	2
	—	—	Elective	3	3
	20	17		—	—
				17	15

*English, Spanish, French, German, Mathematics, Geography, Psychology, Social Studies, Biological Science, and Physical Science.

FIFTH SEMESTER			SIXTH SEMESTER		
	Hours			Hours	
	CL	CR		CL	CR
Mus. 201—Methods and Materials in Elementary Music	4	3	Art 201—Methods and Materials in Elementary Art	4	3
Hist. 221—History of the U.S. and Pa. to 1865	3	3	Hist. 222—History of the U.S. and Pa. since 1865	3	3
Psy. 301—Educational Psychology	3	3	Psy. 311—Child Growth and Development	3	3
Eng. 309—Children's Literature	3	3	Ed. 371—Teaching of Reading in the Elementary Grades	3	3
P. E. 311—Methods and Materials in Elementary Health and Physical Education	4	3	Ed. 381—Seminar in Elementary Education	6	6
Elective	3	3			
	20	18		19	18
SEVENTH SEMESTER			EIGHTH SEMESTER		
Phys. 201—Science in Modern Civilization	3	3	Ed. 401—Student Teaching in the Elementary School	30	12
Pol. Sci. 211—United States Government	3	3	Ed. 411—Professional Practicum (including School Law)	2	2
Phil. 211—Introduction to Philosophy	3	3			
Speech 301—Advanced Speech	2	2			
Elective	3	3			
	14	14		32	14

**A Second Semester, Biol. 104, General Biology II, is suggested for students not electing Biology as their "Area of Competence."

DIVISION OF SECONDARY EDUCATION

Programs of studies in Secondary Education have been designed to give students the academic and cultural background necessary to make them competent in their respective fields. Moreover, consideration has been given to other areas of pupil needs in the basic educational program for teachers. Courses in professional education and psychology stress the needs of youth and the principles of learning applicable to meeting these problems. Emphasis is placed on the dynamics of mental hygiene pertaining to youth and the community.

In order to strengthen academic competence, the new curriculum in Secondary Education abandons the traditional concept of major and minor concentrations. Students are required to major in one area or in one fixed combination of closely-related disciplines.

THE FOUR YEAR SECONDARY CURRICULUM

This curriculum leads to certification for teaching specific subjects in a senior high school or in a regularly organized junior high school. To insure the specialized preparation essential to effective teaching, the program places emphasis on the arts and sciences, but at the same time pays adequate attention to professional courses.

Note: Effective immediately, all students in Secondary Education must complete Ed. 374 — Teaching of Reading in Academic Subjects — 2 credit hours. This course was recently mandated by the State Board of Education; it is required course in professional education.

(For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the credit hours.)

FIRST SEMESTER			SECOND SEMESTER		
	Hours			Hours	
	CL	CR		CL	CR
Eng. 101—English Composition	3	3	Eng. 102—English Composition	3	3
Speech 101—Fundamentals of Speech.....	2	2	Phys. 102—Basic Physical Science	4	3
Biol. 103—General Biology I**	6	4	Geog. 101—World Geography	3	3
Art 101—Introduction to Art	3	3	Mus. 101—Introduction to Music	3	3
Math. 121—Principles of Mathematics.....	3	3	Health 101—Principles of Hygiene	2	2
Ed. 101—Introduction to Education	3	3	P. E. 101—Physical Education	2	1
	—	—	Elective	3	3
	20	18		20	18
THIRD SEMESTER			FOURTH SEMESTER		
Eng. 207—Survey of World Literature.....	3	3	Eng. 208—Survey of World Literature.....	3	3
Hist. 211—History of Civilization to the 17th Century	3	3	*Hist. 212—History of Civilization since the 17th Century	3	3
Phys. 202—Science in Modern Civilization	3	3	Psy. 201—General Psychology	3	3
P. E. 102—Aquatics	2	1	P. E. 201—Physical Education	2	1
Electives	6	6	Electives	6	6
	—	—		—	—
	17	16		17	16
FIFTH SEMESTER			SIXTH SEMESTER		
Hist. 221—History of U.S. and Po. to 1865	3	3	Hist. 222—History of U.S. and Pa. since 1865	3	3
Psy. 301—Educational Psychology	3	3	Ed. 361—Problems of Secondary Education, including Guidance	3	3
Speech 301—Advanced Speech	2	2	Electives	9	9
Ed. 301—Audio-Visual Education	3	2		—	—
Electives	6	6		15	15
	—	—			
	17	16			
SEVENTH SEMESTER			EIGHTH SEMESTER		
Pol. Sci. 211—United States Government	3	3	Ed. 402—Student Teaching in the Secondary School	30	12
Phil. 211—Introduction to Philosophy.....	3	3	Ed. 411—Professional Practicum (including School Law)	2	2
Electives	12	12		—	—
	—	—		32	14
	18	18			

*Not required of Social Studies or History and Government majors.

**Biology, General Biology 11, is recommended, and may be substituted for Phys. 202.

ENGLISH — 24 Credit Hours

REQUIRED COURSES (12 CR)

	CL	CR
Eng. 211—British Writers	3	3
Eng. 212—British Writers	3	3
Eng. 233—Shakespeare	3	3
Eng. 401—The Structure of English	3	3

ELECTIVE COURSES (Minimum of 12 CR)

Group A—Survey and Period Courses

Eng. 308—Russian Literature in Translation	3	3
Eng. 321—Early and Middle English Literature	3	3
Eng. 331—The Renaissance in 16th Century England	3	3
Eng. 341—Seventeenth Century Literature	3	3
Eng. 351—Eighteenth Century Literature	3	3
Eng. 361—Romantic Movement in England	3	3
Eng. 368—Victorian Prose	3	3
Eng. 381—American Literature	3	3

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<i>Group B—Literary Form Courses</i>	CL	CR
Eng. 218—Literature of Biography	3	3
Eng. 307—Poetry	3	3
Eng. 318—The Essay	3	3
Eng. 333—Early English Drama (exclusive of Shakespeare)	3	3
Eng. 355—Eighteenth Century Novel	3	3
Eng. 365—Nineteenth Century Novel	3	3
Eng. 385—The American Novel	3	3
Eng. 388—Later American Prose	3	3
Eng. 393—Modern Drama	3	3
Eng. 394—Modern Drama	3	3
Eng. 395—Modern Novel	3	3
Eng. 396—Short Story	3	3
Eng. 397—Modern Poetry	3	3
Eng. 499—Criticism	3	3

Group C—Composition and Miscellaneous Courses

Eng. 203—Advanced Composition	3	3
Eng. 205—Journalism	3	3
Eng. 304—Creative Writing	3	3
Eng. 391—Ideas in Literature	3	3
Eng. 402—History of The English Language	3	3

Group D—Speech and Drama

Speech 206—Oral Interpretation of Literature	3	3
Speech 211—Theater Production	3	3
Speech 221—Argumentation and Debate	3	3
Speech 311—Play Direction	3	3
Speech 312—Fundamentals of Acting	3	3
Speech 314—Costume and Makeup	3	3
Speech 315—History of the Theater	3	3
Speech 319—Children's Theater	3	3
Speech 321—Persuasion	3	3
Speech 325—Extempore Speech	3	3

(Not more than one course in Group D will be counted as an English elective.)

<i>Group E—Developmental Reading</i>	CL	CR
Ed. 451—Foundations of Reading Instruction	3	3
Ed. 452—Diagnostic and Remedial Reading	3	3

NOTE: These two courses meet the state requirements for certification in Developmental Reading for the public schools, but are not counted as English electives.

SUMMARY

	CR
General Education	61
Professional Education	25
Specialization	24
Electives	18
Total	128

FOREIGN LANGUAGES

FRENCH — 24 Credit Hours

REQUIRED COURSES (12 CR)

<i>Beginning French.</i>	CL	CR
Fr. 101—Beginning French Conversation	3	3
Fr. 102—Beginning French Conversation	3	3
<i>Intermediate French</i>		
Fr. 201—Intermediate French (Culture and Civilization)	3	3
Fr. 202—Intermediate French (Culture and Civilization)	3	3

ELECTIVE COURSES (12 CR)

Fr. 211—French Magazines and Newspapers	3	3
Fr. 212—French Magazines and Newspapers	3	3
Fr. 303—Advanced Composition and Conversation	3	3
Fr. 313—French Drama to 1830	3	3
Fr. 314—French Drama: 1830 to present Time	3	3
Fr. 315—The French Novel	3	3
Fr. 316—The French Short Story	3	3
Fr. 417—French Lyric Poetry	3	3
Fr. 471—Contemporary French Literature	3	3

SUMMARY

	CR
General Education	61
Professional Education	30
Specialization	24
Electives	13
Total	128

GERMAN — 24 Credit Hours

REQUIRED COURSES (12 CR)

<i>Beginning German</i>	CL	CR
Ger. 101—Beginning German (Conversation)	3	3
Ger. 102—Beginning German (Conversation)	3	3
<i>Intermediate German</i>		
Ger. 201—Intermediate German (Culture and Civilization)	3	3
Ger. 202—Intermediate German (Culture and Civilization)	3	3

ELECTIVE COURSES (12 CR)

Ger. 211—German Magazines and Newspapers	3	3
Ger. 212—German Magazines and Newspapers	3	3
Ger. 303—Advanced Composition and Conversation	3	3
Ger. 351—18th Century German Literature	3	3
Ger. 352—18th Century German Literature	3	3
Ger. 361—19th Century German Literature	3	3
Ger. 362—19th Century German Literature	3	3
Ger. 417—German Lyric Poetry	3	3
Ger. 471—Contemporary German Literature	3	3

SUMMARY

	CR
General Education	61
Professional Education	30
Specialization	24
Others	13
Total	128

SPANISH — 24 Credit Hours

REQUIRED COURSES (12 CR)

<i>Beginning Spanish</i>	CL	CR
Span. 101—Beginning Spanish (Conversation)	3	3
Span. 102—Beginning Spanish (Conversation)	3	3
<i>Intermediate Spanish</i>		
Span. 201—Intermediate Spanish (Civilization and Culture)	3	3
Span. 202—Intermediate Spanish (Civilization and Culture)	3	3

ELECTIVE COURSES (12 CR)

Span. 211—Survey of the Literature of Spain	3	3
Span. 212—Survey of the Literature of Spain	3	3
Span. 317—Lyric Poetry of Spain and Spanish America	3	3
Span. 343—Golden-Age Drama	3	3
Span. 345—Cervantes	3	3
Span. 381—Survey of the Literature of Spanish America	3	3
Span. 385—Prose Fiction in Spanish America	3	3
Span. 463—Spanish Drama of the 19th and 20th Centuries	3	3
Span. 471—Spanish Literature since 1898	3	3

SUMMARY

	CR
General Education	61
Professional Education	30
Specialization	24
Electives	13
Total	128

NOTE: The following courses are also available for students majoring in foreign languages:

FL 401—Introduction to Linguistics	3	3
FL 411—Methods and Practice of Foreign Language Instruction (Elementary)	3	3
FL 412—Methods and Practice of Foreign Language Instruction (Secondary)	3	3

SCIENCE and MATHEMATICS

COMPREHENSIVE SCIENCE — 49 Credit Hours

Majors in this area are not required to take Biol. 103-104 — General Biology, Phys. 101—Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 121—Principles of Mathematics.

REQUIRED COURSES (44 CR)

<i>Botany (8)</i>	CL	CR
Bot. 111—General Botany	6	4
Bot. 112—Systematic Botany	6	4
<i>Zoology (8)</i>		
Zool. 111—Invertebrate Zoology	6	4
Zool. 112—Vertebrate Zoology	6	4
<i>Chemistry (8)</i>		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
<i>Physics (8)</i>		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4

Earth Science (6)

(Select two of the following:)

	CL	CR
Geog. 353—Physiography	3	3
Geog. 354—Climatology	3	3
Geog. 356—Meteorology	3	3
Geog. 357—Geology	3	3

Mathematics (8)

Math. 111—College Algebra	4	4
Math. 112—Trigonometry	4	4

ELECTIVE COURSES (7 CR)

Biological Science

	CL	CR
Bot. 232—Field Botany	5	3
Zool. 232—Field Zoology	5	3
Zool. 242—Ornithology	5	3
Zool. 321—Vertebrate Anatomy	5	3
Biol. 351—Microbiology	5	3
Biol. 401—Radiation Biology	5	3
Biol. 452—Evolution	3	3

Physical Science

Chem. 311—Organic Chemistry	6	4
Chem. 312—Organic Chemistry	6	4
Chem. 431—Industrial Chemistry	3	3
Phys. 225—Demonstrations in Physics	5	3
Phys. 314—Electricity and Magnetism	6	4
Phys. 315—Electronic and Solid State Physics	6	4
Phys. 411—Mechanics	6	4
Phys. 412—Optics	6	4

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	37
Total	128

*Count Bot. 111 — General Botany (4 c.h.), Chem. 111 — General Inorganic Chemistry (4 c.h.), and Math. 111 — College Algebra (4 c.h.) as General Education.

BIOLOGICAL SCIENCE — 52 Credit Hours

Biological Science majors are not required to take Biol. 103-104 — General Biology, Phys. 101—Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math 121—Principles of Mathematics. Majors should complete required botany and Zoology courses no later than sophomore year.

REQUIRED COURSES (31 CR)

	CL	CR
<i>Botany</i> (8)		
Bot. 111—General Botany	6	4
Bot. 112—Systematic Botany	6	4
<i>Zoology</i> (8)		
Zool. 111—Invertebrate Zoology	6	4
Zool. 112—Vertebrate Zoology	6	4

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<i>Chemistry</i> (8)	CL	CR
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
or Chemistry Elective (Chem. 331)		

<i>Mathematics</i> (7)		
Math. 111—College Algebra	4	4
Math. 116—Introductory Statistics	3	3

ELECTIVE COURSES (21 CR)

Twenty-one credit hours are required including a minimum of two field courses and two laboratory-type courses.

<i>Field Courses</i>	CL	CR
Bot. 232—Field Botany	5	3
Biol. 242—Fresh Water Biology	5	3
Biol. 312—Ecology	5	3
Zool. 232—Field Zoology	5	3
Zool. 242—Ornithology	5	3
Zool. 352—Entomology	5	3
Zool. 371—Ichthyology	5	3

<i>Laboratory-type Courses</i>		
Bot. 251—Plant Anatomy	5	3
Bot. 341—Bacteriology	5	3
Bot. 421—Plant Physiology	5	3
Biol. 341—Genetics	5	3
Biol. 351—Microbiology	5	3
Biol. 401—Radiation Biology	5	3
Zool. 321—Vertebrate Anatomy	5	3
Zool. 331—Vertebrate Physiology	5	3
Zool. 411—Embryology	5	3
Biol. 332—Histology	5	3
Biol. 452—Evolution (no laboratory)	3	3
Zool. 262—Parasitology	5	3
Chem. 441—Biochemistry	5	3

SUMMARY

	CR
General Education	60*
Professional Education	30
Specialization	38
Total	128

*Count Bot. 111 — General Botany (4 c.h.), Chem. 111 — General Inorganic Chemistry (4 c.h.), and Math 111 — College Algebra (3 c.h.) as General Education.

PHYSICAL SCIENCE — 53 Semester Hours

Majors in this area are not required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 121 — Principles of Mathematics.

NOTE: The 54 credit hours for the major will not meet the new certification requirements in Chemistry and Physics, which are 24 credit hours each. Completion of the program will require at least twelve weeks of summer school.

REQUIRED COURSES (43 CR)

<i>Physics</i> (14)	CL	CR
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 225—Demonstrations in Physics	5	3
Phys. 321—Introduction to Atomic Physics	3	3
<i>Chemistry</i> (11)		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
Chem. 221—Qualitative Analysis	7	3
<i>Mathematics</i> (20)		
Math. 111—College Algebra	4	4
Math. 112—Trigonometry	4	4
Math. 211—Analytic Geometry	4	4
Math. 212—Differential Calculus	4	4
Math. 311—Integral Calculus	4	4

ELECTIVE COURSES (8 CR)

Must be selected from the following groups.

<i>Chemistry</i>	CL	CR
Chem. 331—Organic Chemistry	6	4
Chem. 332—Organic Chemistry	6	4
Chem. 311—Physical Chemistry	5	3
Chem. 411—Qualitative Organic Chemistry	7	3
Chem. 425—Water Analysis	5	2
Chem. 431—Industrial Chemistry	3	3
<i>Physics</i>		
Phys. 314—Electricity and Magnetism	6	4
Phys. 315—Electronic and Solid State Physics	6	4
Phys. 411—Mechanics	6	4
Phys. 412—Optics	6	4
Phys. 413—Wave Motion, Sound, and Heat	6	4

SUMMARY

	CR
General Education	60*
Professional Education	30
Specialization	38
Total	128

*Count Phys. 111 — General Physics (4 c.h.), Chem. 111 — General Inorganic Chemistry (4 c.h.), and Math. 111 — College Algebra (4 c.h.) as General Education.

PHYSICS AND MATHEMATICS — 48 Credit Hours

Physics and Mathematics majors are not required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 121 — Principles of

REQUIRED COURSES (32 CR)

<i>Physics</i> (14)	CL	CR
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 225—Demonstrations in Physics	5	3
Phys. 321—Introduction to Atomic Physics	3	3

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<i>Mathematics</i> (20)	CL	CR
Math. 111—College Algebra	4	4
Math. 112—Trigonometry	4	4
Math. 211—Analytic Geometry	4	4
Math. 212—Differential Calculus	4	4
Math. 311—Integral Calculus	4	4

ELECTIVE COURSES (16 CR)

At least 8 c.h. of Physics must be included.*

<i>Physics</i>	CL	CR
Phys. 314—Electricity and Magnetism	6	4
Phys. 315—Electronic and Solid State Physics	6	4
Phys. 411—Mechanics	6	4
Phys. 412—Optics	6	4
Phys. 413—Wave Motion, Sound, and Heat	6	4

<i>Mathematics</i>		
Math. 216—Statistics	4	3
Math. 312—Differential Equations	3	3
Math. 321—Modern Algebra	3	3
Math. 411—Advanced Calculus	3	3

*Students may also elect Chem. 111 and 112—General Inorganic Chemistry.

SUMMARY

	CR
General Education	60**
Professional Education	30
Specialization	38
Total	128

**Count Phys. 111 — General Physics (4 c.h.), Phys. 112 — General Physics (4 c.h.), and Math. 111 — College Algebra (4 c.h.) as General Education.

CHEMISTRY — 50 Credit Hours

Chemistry majors are *not* required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 121 — Principles of Mathematics.

REQUIRED COURSES (50 CR)

<i>Chemistry</i> (22)	CL	CR
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
Chem. 221—Qualitative Analysis	7	3
Chem. 222—Quantitative Analysis	7	3
Chem. 311—Organic Chemistry	6	4
Chem. 312—Organic Chemistry	6	4
<i>Physics</i> (8)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
<i>Mathematics</i> (20)		
Math. 111—College Algebra	4	4
Math. 112—Trigonometry	4	4
Math. 211—Analytic Geometry	4	4
Math. 212—Differential Calculus	4	4
Math. 311—Integral Calculus	4	4

ELECTIVE COURSES

	CL	CR
Chem. 322—Qualitative Organic Chemistry	7	3
Chem. 411—Physical Chemistry	5	3
Chem. 425—Water Analysis	5	2
Chem. 431—Industrial Chemistry	3	3
Chem. 441—Biological Chemistry	5	3
Chem. 490—		
492—Research Topics in Chemistry	12	4

SUMMARY

	CR
General Education	60*
Professional Education	30
Specialization	38
Total	128

*Count Chem. 111 — General Inorganic Chemistry (4 c.h.), Physics 111 — General Physics (4 c.h.), and Math. 111—College Algebra (4 c.h.) as General Education.

PHYSICS — 48 Credit Hours

Physics majors are *not* required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 121 — Principles of Mathematics.

REQUIRED COURSES (42 CR)

	CL	CR
<i>Physics</i> (14)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 225—Demonstrations in Physics	5	3
Phys. 321—Introduction to Atomic Physics	3	3
<i>Chemistry</i> (8)		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
<i>Mathematics</i> (20)		
Math. 111—College Algebra	4	4
Math. 112—Trigonometry	4	4
Math. 211—Analytic Geometry	4	4
Math. 212—Differential Calculus	4	4
Math. 311—Integral Calculus	4	4

ELECTIVE COURSES (6 CR)

Phys. 314—Electricity and Magnetism	6	4
Phys. 315—Electronic and Solid State Physics	6	4
Phys. 411—Mechanics	6	4
Phys. 412—Optics	6	4
Phys. 413—Wave Motion, Sound, and Heat	6	4

SUMMARY

	CR
General Education	60*
Professional Education	30
Specialization	38
Total	128

*Count Phys. 111—General Physics (4 ch.), Chem. 111—General Inorganic Chemistry (4 c.h.), and Math. 111—College Algebra (4 c.h.) as General Education.

MATHEMATICS — 32 Credit Hours

Mathematics majors are not required to take Math. 121 — Principles of Mathematics.

REQUIRED COURSES (26 CR)

	CL	CR
Math. 111—College Algebra	4	4
Math. 112—Trigonometry	4	4
Math. 211—Analytic Geometry	4	4
Math. 212—Differential Calculus	4	4
Math. 224—College Geometry	3	3
Math. 311—Integral Calculus	4	4
Math. 321—Modern Algebra	3	3

ELECTIVE COURSES (6 CR)

Math. 216—Statistics	4	3
Math. 312—Differential Equations	3	3
Math. 324—Modern Geometry	3	3
Math. 411—Advanced Calculus	3	3
Math. 421—Linear Algebra	3	3
Math. 246—Field Work in Mathematics	3	3

SUMMARY

	CR
General Education	62*
Professional Education	30
Specialization	30
Electives	6
Total	128

*Count Math 111—College Algebra (4 c.h.) as General Education.

EARTH and SPACE SCIENCE

EARTH AND SPACE SCIENCE — 46 Credit Hours

Earth and Space Science majors are not required to take Math. 121 — Principles of Mathematics, Phys. 101—Basic Physical Science and Phys. 202—Science in Modern Civilization.

REQUIRED COURSES (40 CR)

<i>Mathematics</i> (8)	CL	CR
Math. 111—College Algebra	4	4
Math. 112—Trigonometry	4	4
<i>Physics</i> (11)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 305—Earth and Space Physics	3	3
<i>Earth Science</i> (21)		
Geog. 353—Physiography	3	3
Geog. 354—Climatology	3	3
Geog. 355—Cartography	4	3
Geog. 356—Meteorology	3	3
Geog. 357—Physical Geology	4	3
Geog. 453—Astronomy	3	3
Geog. 361—Historical Geology	3	3

SUMMARY

	CR
General Education	64*
Professional Education	30
Specialization	28
Electives	6
<hr/>	
Total	128

*Count Math. 111—College Algebra and Phys. 111—General Physics as General Education.

GEOGRAPHY and EARTH and SPACE SCIENCE

GEOGRAPHY and EARTH and SPACE SCIENCE — 43 Credit Hours

Geography and Earth and Space Science majors are *not* required to take Math. 121—Principles of Mathematics and Phys. 101—Basic Physical Science.

REQUIRED COURSES (32 CR)

	CL	CR
<i>Mathematics</i> (8)		
Math. 111—College Algebra	4	4
Math. 112—Trigonometry	4	4
<i>Physics</i> (11)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 305—Earth and Space Physics	3	3
<i>Earth Science</i> (12)		
Geog. 353—Physiography	3	3
Geog. 356—Meteorology	3	3
Geog. 357—Physical Geology	4	3
Geog. 453—Astronomy	3	3

ELECTIVE COURSES (12 CR)

Geog. 121—Economic Geography	3	3
Geog. 223—Geography of the U.S. and Pa.	3	3
Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3
Geog. 246—Geography of the Soviet Realm	3	3
Geog. 247—Geography of the Pacific Realm	3	3
Geog. 323—Political Geography	3	3
Geog. 355—Cartography	4	3
Geog. 358—Conservation of National Resources	3	3
Geog. 361—Historical Geology	3	3

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	27
Elective	10
<hr/>	
Total	128

*Count Math. 111—College Algebra and Phys. 111—General Physics as General Education.

GEOGRAPHY

30 Credit Hours

*REQUIRED COURSES (15 CR)

<i>Basic Geography</i> (15)	CL	CR
Geog. 101—World Geography	3	3
Geog. 121—Economic Geography	3	3
Geog. 223—Geography of the United States and Pennsylvania	3	3
Geog. 353—Physiography	3	3
Geog. 356—Meteorology	3	3

RESTRICTED ELECTIVES—

At least one course must be chosen from each of Groups 1, 2, and 3.

GROUP 1. *Earth Studies*

Geog. 354—Climatology	3	3
Geog. 355—Cartography	4	3
Geog. 357—Physical Geology	4	3
Geog. 361—Historical Geology	3	3
Geog. 453—Astronomy	3	3

GROUP 2. *Human Geography*

Geog. 224—Geographic Influences in American History	3	3
Geog. 323—Political Geography	3	3
Geog. 358—Conservation of Natural Resources	3	3

GROUP 3. *Regional Studies*

Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3
Geog. 246—Geography of the Soviet Realm	3	3
Geog. 247—Geography of the Pacific Realm	3	3

*Geog. 492—Geography Seminar is required for all students planning to enter graduate schools to pursue a field in geography.

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	27
Elective	10
Total	128

SOCIAL STUDIES

COMPREHENSIVE SOCIAL STUDIES — 36 Credit Hours

<i>History</i> (15)	CL	CR
Hist. 231—Europe from Renaissance to 1815 (Required)	3	3
Hist. 232—Europe since 1815 (Required)	3	3

ONE ELECTIVE FROM THIS SERIES:

Hist. 323—A History of Colonial America	3	3
Hist. 324—Economic History of the United States	3	3
Hist. 325—Social and Cultural History of the United States	3	3
Hist. 326—Diplomatic History of the United States	3	3
Hist. 327—Twentieth Century United States History	3	3
Hist. 423—Problems in United States History	3	3

ONE ELECTIVE FROM THIS SERIES:

Hist. 244—History of Russia	3	3
Hist. 333—Social and Cultural History of Modern Europe	3	3
Hist. 345—History of England	3	3
Hist. 433—Renaissance and Reformation	3	3

ONE ELECTIVE FROM THIS SERIES:

Hist. 253—History of Latin America	3	3
Hist. 343—History of the Far East	3	3
Hist. 344—Twentieth Century World History	3	3
Hist. 353—Latin America and the United States	3	3
Hist. 443—Selected Contemporary Cultures	3	3

Political Science (3)

Pol. Sci. 313—State and Local Government	3	3
Pol. Sci. 314—Political Parties and Elections	3	3
Pol. Sci. 323—Comparative Governments	3	3
Pol. Sci. 324—International Relations	3	3
Pol. Sci. 433—History of Political Thought	3	3

Economics (6)

Econ. 211—Economics I (Required)	3	3
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ONE ELECTIVE FROM THIS SERIES:

Econ. 313—Industrial Relations	3	3
Econ. 413—Money, Banking, and Fiscal Policy	3	3
Econ. 423—History of Economic Thought	3	3

Sociology (6)

	CL	CR
Soc. 211—Principles of Sociology (Required)	3	3

ONE ELECTIVE FROM THIS SERIES:

Soc. 313—Contemporary Social Problems	3	3
Soc. 323—Introduction to Anthropology	3	3
Soc. 331—Marriage and The Family	3	3

Geography (6)

TWO ELECTIVES FROM THIS SERIES:		CL	CR
Geog. 121—Economic Geography	3	3	
Geog. 223—Geography of the United States and Pennsylvania	3	3	
Geog. 224—Geographic Influences in United States History.....	3	3	
Geog. 233—Geography of Europe	3	3	
Geog. 243—Geography of Asia	3	3	
Geog. 244—Geography of Latin America	3	3	
Geog. 245—Geography of Africa	3	3	
Geog. 353—Physiography	3	3	
Geog. 354—Climatology	3	3	
Geog. 358—Conservation of Natural Resources	3	3	

SUMMARY

	CR
General Education	61*
Professional Education	28
Specialization	33
Electives	6
Total	128

*Count Hist. 231—Europe to 1815 (3 c.h.) as General Education, in substitution for Hist. 212.

HISTORY AND GOVERNMENT — 27 CR.

Majors in History and Government are not required to take Hist. 212—History of Civilization since the 17th Century.

<i>History</i> (15)	CL	CR
Hist. 231—Europe from the Renaissance to 1815 (Required)	3	3
Hist. 232—Europe since 1815 (Required)	3	3
Electives	9	9

One three-hour elective from each of the three series listed under *Comprehensive Social Studies*.

Government (12)

Pol. Sci. 313—State and Local Government (Required)	3	3
Pol. Sci. 323—Comparative Government (Required)	3	3
Electives	6	6

TWO ELECTIVES FROM THIS SERIES:

Pol. Sci. 314—Political Parties and Elections	3	3
Pol. Sci. 324—International Relations	3	3
Pol. Sci. 433—History of Political Thought	3	3

SUMMARY

	CR
General Education	61*
Professional Education	28
Specialization	24
Electives	15
Total	128

*Count Hist. 231—Europe from the Renaissance to 1815 as General Education, in substitution for Hist. 212.

COURSE DESCRIPTIONS

DEPARTMENT OF ART

Art 101 — *Introduction to Art* 3 cr. hrs.

Introductory analysis of the structure of art and the relationship of structure to painting, drawing, sculpture, architecture and crafts. Emphasis on the awareness and understanding of art as a vital part of contemporary life.

Art 201 — *Methods and Materials for Teaching
Art in the Elementary School* 3 cr. hrs.

Introduction to the various theories of art education in the elementary school with emphasis on the place of art in the curriculum, motivation, evaluation and creativity and experiences in 2-D and 3-D work.

Art 301 — *Survey of Art History** 3 cr. hrs.

Historical development of painting, sculpture and architecture in the Western World. Prerequisite: Art 101.

Art 303 — *Elementary Arts and Crafts* 3 cr. hrs.

Experimentation in arts and crafts and the possibilities they offer for teaching the mentally handicapped.

Art 304 — *Advanced Arts and Crafts* 3 cr. hrs.

A further development of Art 303 with more skills and with advanced materials. Prerequisite: Art 303.

Art 311 — *Creative Art* 3 cr. hrs.

The creative process in art expression as it relates itself to the elementary program. Prerequisite: Art 201.

Art 411 — *Creative Design* 3 cr. hrs.

Experiences in 2-D and 3-D work with emphasis on the design possibilities of materials.

Art 412 — *Problems in Elementary School Art* 3 cr. hrs.

A study of the varied approaches and procedures involved in carrying out the art program of the elementary school. Prerequisite: Art 201.

*Electives for Arts and Sciences.

DEPARTMENT OF ENGLISH

Eng. 101 — *English Composition* 3 cr. hrs.

Close study of reading and writing to produce proficiency in both. Frequent themes, intensive study of the principles of rhetoric and grammar.

Eng. 102 — *English Composition* 3 cr. hrs.

A continuation of English 101, with increasing emphasis on effective diction, tone, and style. In addition to regular compositions and book reviews, a term paper is required. Prerequisite: Eng. 101.

Eng. 203 — *Advanced Composition* 3 cr. hrs.

Assumes satisfactory basic knowledge of grammar and rhetoric; aims to develop in the student a greater mastery over the element of effective writing. Various models of good English prose are analyzed. Frequent compositions from 300 words up to 2,000 words are assigned, read, and discussed in class. Prerequisite: Eng. 102.

Eng. 205 — *Journalism* 3 cr. hrs.

An introduction to the fundamentals of news gathering, reporting and editing. Includes both the study of criteria for newspaper evaluation and a brief survey of newspaper development in the United States.

Eng. 207 — *Survey of World Literature* 3 cr. hrs.

Acquaints the students with many of the most important literary works of the western world, and with significant literary genres and literary movements.

Eng. 208 — *Survey of World Literature* 3 cr. hrs.

A continuation of English 207, generally covering works of more recent date than those in English 207. Considerably more collateral reading. Prerequisite: Eng. 207.

Eng. 211 — *British Writers* 3 cr. hrs.

Required second-semester course for English majors. Selections from Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, Dryden, Swift, Pope, Boswell and Johnson.

Eng. 212 — *British Writers* 3 cr. hrs.

Required third-semester course for English majors. Selections from Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, and Eliot. Prerequisite: Eng. 211.

Eng. 218 — *Literature of Biography* 3 cr. hrs.

Survey of works of selected British and American biographers and autobiographers, presenting the lives of representative men and women against their literary backgrounds. Stresses the potentialities of such literature in a variety of patterns.

Eng. 233 — *Shakespeare* 3 cr. hrs.

Required for English majors, to be taken in third or fourth semester. Study of eighteen of Shakespeare's plays with emphasis on Shakespeare as poet and playwright, and attention to conditions of the Elizabethan Theater and to the history of the Shakespearean text.

Eng. 304 — *Creative Writing* 3 cr. hrs.

At least three original short stories and five original poems receive critical analysis by the instructor and by the class in group discussion. Form, metrics, imagery and diction are evaluated.

Eng. 307 — *Poetry* 3 cr. hrs.

Designed to permit student exploration of the genre, under guidance of instructor. The nature of poetry — its aims, how it is created, historical and individual changes and variations in manner and matter.

Eng. 308 — *Russian Literature in Translation* 3 cr. hrs.

An introduction to the "golden age" of Russian literature — from Pushkin to Sholokhov. Readings in English of novels, poems, plays and short stories. Attention given to ideas reflected in the works as well as to the medium through which they are dramatized.

Eng. 309 — *Children's Literature* 3 cr. hrs.

Examination and study of literature for children, with emphasis on criteria for selecting literature for the classroom and the library, suggestions for presenting literary works in the elementary classroom, and basic literary concepts. Required of all students in Elementary Education.

Eng. 318 — *The Essay* 3 cr. hrs.

Covers two main areas: (1) a historical survey of the formal and informal essay from Montaigne and Bacon to the present, with primary emphasis on the traditional British authors; (2) a critical examination of the modern periodical essay.

Eng. 321 — *Early and Middle English Literature* 3 cr. hrs.

A study of Beowulf and other Old English works in translation and of medieval chronicles and romances including *Sir Gawain and the Green Knight* and *Le Morte d' Arthur*.

Eng. 331—*The Renaissance in 16th Century England* 3 cr. hrs.

The non-dramatic prose and verse of the period, emphasizing the last quarter of the century. The humanists: Erasmus, More, Castiglione, Elyot, Ascham; Renaissance forms and ideas in Lyly, Sidney, Spenser, Daniel, Drayton, Shakespeare, Marlowe, Chapman, Greene, and others.

Eng. 333 — *Early English Drama* 3 cr. hrs.

Early native drama, including miracle and mystery plays, morality plays, and interludes. Elizabethan dramatists: Heywood, Marlowe, Kyd, Jonson, Webster, and Middleton; Restoration and the 18th century comedy of manners: Wycherly, VanBrugh, Congreve, Sheridan, and Goldsmith.

Eng. 341 — *17th Century Literature* 3 cr. hrs.

Poetry and prose, beginning with Jonson. The rival traditions of Donne and Jonson in such poets as Herbert, Vaughn, Quarles, Cowley, Herrick, and Marvell. Principal prose writers: Burton, Browne, Taylor, Fuller, Baxter, Bunyan, and Dryden.

Eng. 351 — *18th Century Literature* 3 cr. hrs.

Survey of literature of the Augustan Age in England: Addison and Steele, Swift, Pope, Boswell, and Johnson; forerunners of the Romantic Revival; beginnings of the British novel; the plays of Addison, Steele, Sheridan, and Goldsmith.

Eng. 355 — *18th Century Novel* 3 cr. hrs.

Emphasizes major novels of Defoe, Richardson, Fielding, Smollett, Sterne, and Austin; traces the development of the English novel from picaresque to realistic.

Eng. 361 — *Romantic Movement in England* 3 cr. hrs.

Covers the more important poets, such as Wordsworth, Coleridge, Keats, and Shelley; emphasizes prose writing, including criticism, of Hazlitt, Lamb, DeQuincey, and Carlyle, and the work of Hunt, Landor, and Peacock.

Eng. 365 — *19th Century Novel* 3 cr. hrs.

The major British writers of the Victorian Period, with supplementary readings in the works of the great continental novelists.

Eng. 368 — *Victorian Prose* 3 cr. hrs.

Major Victorian writers, including Newman, Huxley, Carlyle, Mill, Ruskin, Arnold, Morris and Pater. Stresses, in the selected works, ideas and significant aspects of the period.

Eng. 381 — *American Literature* 3 cr. hrs.

Forms and movement of the American Renaissance as reflected in major works of Emerson, Thoreau, Hawthorne, Whitman, and Melville. Includes other major writers of nineteenth and twentieth centuries.

Eng. 385 — *The American Novel* 3 cr. hrs.

Surveys development of the novel in America from Charles Brockden Brown to the present, with emphasis on outstanding American novelists of the Twentieth Century.

Eng. 388 — *Later American Prose* 3 cr. hrs.

Representative writers from the late nineteenth century to the present: Veblen, Steffens, Hearn, Mencken, Babbitt, Moore, Brooks, Lippmann, and others. Stresses political, social, and artistic milieu.

Eng. 391 — *Ideas in Literature* 3 cr. hrs.

Examines such recurrent concepts in literature as the conflict between freedom and fate, the place of good and evil in the scheme of things, and the role of the individual in society.

Eng. 393 — *Modern Drama* 3 cr. hrs.

Major Continental, English, and American plays from Ibsen to O'Neill, with emphasis on contemporary attitudes, themes, and structure as contrasted with those of traditional dramatists. A course in earlier drama and in Shakespeare is recommended as a prerequisite.

Eng. 394 — *Modern Drama* 3 cr. hrs.

Continues English 393, covering more recent drama, from the 30's to the present : the later O'Neil through Arthur Miller, Bertolt Brecht, Eugene Ionesco, Edward Albee, and others.

Eng. 395 — *Modern Novel* 3 cr. hrs.

Reading limited to British and American novelists from D. H. Lawrence to Faulkner. Treats the current novel as a developing art form, as a vehicle providing insight into human problems, and as a reflection of the modern temper.

Eng. 396 — *Short Story* 3 cr. hrs.

An introduction to the French, Russian, English, and American short story, through reading and analysis of representative samples. One original short story, and one oral critical analysis of a well-known short story are required of each student.

Eng. 397 — *Modern Poetry* 3 cr. hrs.

An introduction to contemporary poetic movements through study of Emily Dickson, T. S. Eliot, E. E. Cummings, Robert Lowell, Allen Ginsberg, Thomas Hardy, Gerard Manley Hopkins, W. B. Yeats, W. H. Auden, Dylan Thomas, and other poets.

Eng. 401 — *Structure of English* 3 cr. hrs.

A descriptive study of the phonology, morphology, syntax, and graphic formulas of modern American English.

Eng. 402 — *History of the English Language* 3 cr. hrs.

A descriptive study of the causes and effects of phonemic, morphological, syntactic, and semantic change in the English language from the Anglo-Saxon conquest to the present.

Eng. 499 — *Criticism* 3 cr. hrs.

For advanced students majoring in English. Admission must be arranged with instructor. Examines works of major critics: Plato, Aristotle, Longinus, Sidney, Boileau, Coleridge, and others. Applies critical principles to literary texts.

DEPARTMENT OF SPEECH

Speech 101 — *Fundamentals of Speech* 2 cr. hrs.

The study and practice of communication skills in speaking, listening, reading, and writing. Emphasis placed on the analysis and criticism of the human voice through articulation, diction, and vocabulary, and the study of organization and types of platform speeches.

Speech 206 — *Oral Interpretation of Literature** 3 cr. hrs.

Training in reading aloud, in the techniques involved in the assimilation of the intellectual and emotional qualities or values found on the printed page, and in the skills required for the successful oral communication of these to a group of listeners.

Speech 211 — *Theater Production** 3 cr. hrs.

Survey and analysis of long and short plays for educational production. Consideration to the playwright and audience, physical equipment, including scenery, lighting, properties, make-up, and costume. Each student assumes the duties as production coordinator of a "short" play.

Speech 221 — *Argumentation and Debate** 3 cr. hrs.

The basic principles of argument, with practice in discussion and debate. Stress is on the techniques of effective thinking and speaking on controversial issues.

Speech 301 — *Advanced Speech* 2 cr. hrs.

A continuation of Speech 101 to energize speech mechanics, to free the student from timidity, and to communicate to others, through reading aloud, discussion and memorized dramatic literature. Improves oral communication in the future teacher. Prerequisite: Speech 101.

Speech 311 — *Play Direction** 3 cr. hrs.

Emphasis to choosing a play, casting, rehearsing, directing, and the various methods of integrating all the elements in "arena", proscenium, and historical styles of presentation of the dramatic and/or musical production. Each student directs a "short" play.

Speech 312 — *Fundamentals of Acting** 3 cr. hrs.

This study of the basic techniques of acting includes body movement as the basis of pantomime, voice as the instrument of oral interpretation, and improvisation as the key to fully realized characterization. Weekly class performances are held.

Speech 314—*Costume and Make-up** 3 cr. hrs.

Investigation into the historical background and design of stage costume and their practical applications.

Speech 315 — *History of the Theater** 3 cr. hrs.

Playwrights, types of plays, physical characteristics of the playhouses, method of acting and production, and the changing political, social, economic and religious backgrounds of drama.

Speech 319 — *Children's Theater** 3 cr. hrs.

The theories and techniques of theater for children and creative dramatics.

Speech 321 — *Persuasion**

3 cr. hrs.

Problems of human motivation as encountered in audience situations. Both the ethical responsibilities of the speaker and a scientific approach analyzed. Methods of applying knowledge of the basis and tools of persuasion presented in detail.

Speech 325 — *Extempore Speech**

3 cr. hrs.

This is an advanced public speaking course. Attention is given first to three types of speaking: the manuscript, the memorized speech, and the impromptu speech. Emphasis placed on the composition and delivery of the extemporaneous speech.

*May be substituted for Speech 301.

DEPARTMENT OF FOREIGN LANGUAGES

FRENCH

Fr. 101 — *Beginning French (Conversation)*

3 cr. hrs.

Development of four basic skills: reading, writing, speaking, and the understanding of spoken French.

Fr. 102 — *Beginning French (Conversation)*

3 cr. hrs.

Continuation of French 101. Prerequisite: Fr. 101.

Fr. 201 — *Intermediate French (Culture and Civilization)*

3 cr. hrs.

Continued development of the basic skills. The study of grammar is continued. Time is given to the reading of contemporary French prose. Students who have had two semesters of college French or two years in high school are eligible to elect the course.

Fr. 202 — *Intermediate French (Culture and Civilization)*

3 cr. hrs.

Continuation of French 201. The course is open to students who have had three semesters of college French or three years in high school. Prerequisite: Fr. 201.

Fr. 211 — *Survey of French Literature (Magazines and Newspapers)* 3 cr. hrs.

French Literature from the Middle Ages to the French Revolution. Attention given to the development of various literary types. Prerequisite: Fr. 202.

Fr. 212 — *Survey of French Literature (Magazines and Newspapers)* 3 cr. hrs.

The literature of France from the Revolutionary period to the present time. Attention given to the various literary movements of the period. Prerequisite: Fr. 211.

Fr. 303 — *Advanced Grammar and Composition* 3 cr. hrs.

The object of the course is to perfect the student's ability to write good French. Opportunities provided for original composition. Prerequisite: Fr. 202.

Fr. 313 — *French Drama to 1830* 3 cr. hrs.

Development of French drama from its beginnings. Emphasis laid on classical drama of the 17th century, including Plays of Corneille, Racine, and Moliere. Attention given to the tragedies of Voltaire, and the "drame" of Diderot. Prerequisite: Fr. 202.

Fr. 314 — *French Drama: 1830 to the Present* 3 cr. hrs.

The Romantic Drama studied through the reading and discussion of plays by Dumas Pere, Hugo, Musset, and de Vigny as well as later plays down to the present. Prerequisite: Fr. 202.

Fr. 315 — *The French Novel* 3 cr. hrs.

Historical study of the development of the novel in France. Assigned readings from the leading 19th and 20th century novelists. Prerequisite: Fr. 202.

Fr. 316 — *The French Short Story* 3 cr. hrs.

A study of the representative short story writers from 1800 to the present time. Prerequisite: Fr. 202.

Fr. 417 — *French Lyric Poetry* 3 cr. hrs.

A study of the development of French lyric poetry from its origins to the present time. Readings from the outstanding poets of each period. Prerequisite: Fr. 202.

Fr. 471 — *Contemporary French Literature* 3 cr. hrs.

A study of French literature since 1900, with emphasis on the effect produced on French writing to two World Wars. Prerequisite: Fr. 202.

GERMAN

Ger. 101 — *Beginning German (Conversation)* 3 cr. hrs.

Training given in the development of the basic skills: reading, writing, speaking, and understanding of spoken German. Emphasis on correct pronunciation and vocabulary-building.

Ger. 102 — *Beginning German (Conversation)* 3 cr. hrs.

Continuation of German 101. Prerequisite: Ger. 101.

Ger. 201 — *Intermediate German (Civilization and Culture)* 3 cr. hrs.

Continued development of the basic skills. Study of grammar receives careful attention. Students who have had two semesters in college or two years in high school are eligible to elect this course. Prerequisite: Ger. 201.

Ger. 202 — *Intermediate German (Civilization and Culture)* 3 cr. hrs.

Continuation of Ger. 201. The course is open to students who have had three semesters of German in college or three years in high school. Prerequisite: Ger. 201.

Ger. 211 — *Survey of German Literature (Magazines and Newspapers)* 3 cr. hrs.

History of German literature from the Middle Ages to 1800. Prerequisite: Ger. 102.

Ger. 212 — *Survey of German Literature (Magazines and Newspapers)* 3 cr. hrs.

Continued study of the history of German literature from 1800 to the present time. Prerequisite: Ger. 211.

Ger. 303 — *Advanced Grammar and Composition* 3 cr. hrs.

The aim of the course is to perfect the student's ability to write good German. Opportunities given for original composition. Prerequisite: Ger. 202.

Ger. 351 — *18th Century German Literature* 3 cr. hrs.

The German novel and short story during the 18th century. Prerequisite: Ger. 202.

Ger. 352 — *18th Century German Literature* 3 cr. hrs.

German drama of the 18th century, including the plays of Lessing, Goethe, and Schiller. Prerequisite: Ger. 202.

Ger. 361 — *19th Century German Literature* 3 cr. hrs.

The development of the novel and the short story during the 19th century. Prerequisite: Ger. 202.

Ger. 362 — *19th Century German Literature* 3 cr. hrs.

German drama of the 19th century, comprising readings, lectures, discussion, and reports. Prerequisite: Ger. 202.

Ger. 417 — *German Lyric Poetry* 3 cr. hrs.

Development of German lyric poetry from its origins to the present time. Prerequisite: Ger. 202.

Ger. 471 — *Contemporary German Literature* 3 cr. hrs.

The works of representative German writers of the 20th century. Prerequisite: Ger. 202.

SPANISH

Span. 101 — *Beginning Spanish (Conversation)* 3 cr. hrs.

Some grammar is presented formally, but major emphasis is placed upon speech patterns, enabling the student to express himself in the language.

Span. 102 — *Beginning Spanish (Conversation)* 3 cr. hrs.

A continuation of grammar drill and speech practice. Prerequisite: Span. 101.

Span. 201 — *Intermediate Spanish (Culture and Civilization)* 3 cr. hrs.

Speech patterns stressed. Emphasis is given to grammatical analysis and extensive reading.

Span. 202 — *Intermediate Spanish (Culture and Civilization)* 3 cr. hrs.

A continuation of Span. 201. Prerequisite: Span. 201.

Span. 211 — *Survey of the Literature of Spain* 3 cr. hrs.

Highlights of 1900 years of Spanish literature and backgrounds of political and cultural developments. Selections from major literary works, covering every important genre. Prerequisite: Span. 202.

Span. 212 — *Survey of the Literature of Spain* 3 cr. hrs.

A continuation of the survey of Spanish literature into the modern period. Prerequisite: Span. 211.

Span. 303 — *Advanced Grammar and Composition* 3 cr. hrs.

Review of Spanish grammar with emphasis on original composition.

Span. 317 — *Lyric Poetry of Spain and Spanish America* 3 cr. hrs.

One of the dominant strains in Spanish literature — lyricism — is studied — along with lyric poetry ranging over the entire span of the literary history of Spain and Spanish America. Prerequisite: Span. 202.

Span. 343 — *Golden-Age Drama* 3 cr. hrs.

The plays of the leading 17th century playwrights, including among others Lope De Vega, Calderon de la Barca, Tirso de Molina, and Ruiz de Alarcon. Prerequisite: Span. 202.

Span. 345 — *Cervantes* 3 cr. hrs.

The works of Cervantes, including *Don Quixote*, the *Novelas ejemplares*, and the drama *La Numancia*. Prerequisite: Span. 202.

Span. 381 — *Survey of the Literature of Spanish America* 3 cr. hrs.

Examples of the various literary genres are studied in relation to the epoch, geographical location, and cultural environment in which they were composed. Prerequisite: Span. 202.

Span. 385 — *Prose Fiction in Spanish America* 3 cr. hrs.

Outstanding novels of the past century and the short story, the genre in which the Spanish-American writers have most distinguished themselves. Prerequisite: Span. 202.

Span. 463 — *Spanish Drama of the Nineteenth
and Twentieth Centuries* 3 cr. hrs.

Spanish drama since 1800, including such notable Spanish dramatists as Benavente and Garcia Lorca. Prerequisite: Span. 202.

Span. 471 — *Spanish Literature since 1898* 3 cr. hrs.

Characteristic works of the leading writers are studied. The genre include the novel, short story, drama, poetry, and the essay. Prerequisite: Span. 202.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

EDUCATION

Ed. 101 — *Introduction to Education* 3 cr. hrs.

The five major aspects of American education: (1) organization and administration, (2) areas of education, (3) personnel in education, (4) provisions for educational materials and environment, and (5) interpretation of education are introduced.

Ed. 201 — *Language Arts for the Elementary School* 3 cr. hrs.

Reading, writing, speaking and listening in the elementary school. Emphasis upon research, the actual use of various machines, teacher-pupil made projects and methods and techniques for their presentation. Prerequisite: Psy. 301.

Ed. 202 — *Methods and Materials in Elementary School Science* 3 cr. hrs.

Includes scientific concepts and facts of most interest to children. Includes the environmental experiences of children, and new areas where the experiences of children are limited.

Ed. 301 — *Audio-Visual Education* 2 cr. hrs.

A comprehensive study of all communicative media. Opportunity to develop skills in the use of various teaching tools is provided during the laboratory periods. Prerequisite: Psy. 301.

Ed. 311 — *Educational Measurements* 3 cr. hrs.

The principles testing in the various fields of subject matter. Methods of grading and problems involved, representative standardized tests and the vocabulary of measurement. Prerequisite: Psy. 301.

Ed. 321 — *Early Childhood Education* 3 cr. hrs.

Problems peculiar to nursery school and kindergarten age boys and girls. Programs, materials, activities, and equipment necessary for working effectively with those age groups. Prerequisite: Psy. 311.

Ed. 341 — *Introduction to Guidance and Counseling* 3 cr. hrs.

The prospective teacher develops the guidance point of view in the classroom, a deeper understanding of each pupil as a unique individual and as a member of various groups. Prerequisite: Psy. 301.

Ed. 342 — *Introduction to the Study of Occupations* 3 cr. hrs.

Developed for those who teach occupations and advise students in the selection of occupations and vocations. Involves a study of the major types of occupations and a study of the organization, working conditions, promotional opportunities of specific occupations. Prerequisite: Psy. 301.

Ed. 351 — *Teaching of English in the Secondary School* 3 cr. hrs.

Investigates the following areas: general objectives of the secondary school in respect to this particular discipline; daily and long range planning with emphasis on resource unit construction; and examination of courses of study to familiarize and provide information on the scope and sequence of the discipline; a knowledge of the research concerning current methods of teaching this discipline; a compilation of materials, resources, and bibliographies pertinent to this area; and opportunities to examine, construct and apply tests, as well as, other forms of evaluating, diagnosing, and reporting pupil progress. Prerequisite: Psy. 301.

Ed. 352 — *Teaching of Foreign Languages in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 353 — *Teaching of Mathematics in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 354 — *Teaching of Science in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 355 — *Teaching of Social Studies in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 361 — *Problems of Secondary Education Including Guidance* 3 cr. hrs.

Problems in teaching with particular emphasis upon the first years includes problems of pupil-growth and development curriculum, and counseling. Prerequisite: Psy. 301.

Ed. 371 — *Teaching of Reading in the Elementary Grades* 3 cr. hrs.

Developmental reading from readiness through the entire elementary school curriculum. Principles, problems, techniques, and materials used in the total elementary school program.

Ed. 372 — *Foundations of Reading Instruction* 3 cr. hrs.

The reading program in the secondary school, including the areas of comprehension, speed, study skills, library skills, recreation and enrichment, and method of using information. Development of a secondary school reading program required of each student. Prerequisite: Psy. 301.

Ed. 373 — *Diagnostic and Remedial Reading* 3 cr. hrs.

Diagnostic and remedial procedures in the area of reading, emphasizing both standardized and informal techniques. Designed for elementary and/or secondary school teachers. Each student is required to develop a remedial reading program. Prerequisite: Ed. 371.

Ed. 374 — *Teaching of Reading in Academic Subjects* 2 cr. hrs.

Developing the understandings and improving techniques for developing reading skills applicable to the secondary school. Emphasis on readiness, comprehension, silent reading, and oral reading through secondary school academic subjects. Required of all students majoring in Secondary Education.

Ed. 381 — *Seminar in Elementary Education* 6 cr. hrs.

A study of the ways in which elementary schools are organized to solve the problems of the great individual differences among children, and of research related to experimentation in this field. Prerequisite: Psy. 301.

Ed. 401 — *Student Teaching in the Elementary School* 12 cr. hrs.

Scheduled on full semester basis with a minimum of 30 hours per week. Opportunities for direct participating experience at two grade levels and in as many areas of the elementary curriculum as possible. Association with carefully selected master teachers.

Ed. 402 — *Student Teaching in the Secondary School* 12 cr. hrs.

Scheduled on full semester basis with a minimum of 30 hours per week. Requires the construction or adaptation of a resource unit for use by the student teacher during this period as well as daily planning and guided observation. Students are exposed to actual teaching and other experiences to give them a wide sampling of the activities of the professional teacher.

Ed. 411 — *Professional Practicum* 2 cr. hrs.

Operated concurrently with Student Teaching and includes orientation to Student Teaching, planning, professional growth in service, placement, school law and classroom management; educational conferences in Harrisburg and Washington.

Ed. 421 — *Curriculum Development* 3 cr. hrs.

An examination of the function of education in a democratic society; the needs and problems of youth and of American society; and practices and procedures for curriculum development and improvement on all levels. Prerequisite: Psy. 301

PSYCHOLOGY

Psy. 201 — *General Psychology* 3 cr. hrs.

Develops an understanding of how people behave and why they behave as they do. Heredity and environment, the nature and function of perception, emotions and thought, the forces that bring about various kinds of behavior, and the problems of personal adjustment.

Psy. 301 — *Educational Psychology and Evaluative Techniques* 3 cr. hrs.

Principles of learning and techniques of evaluation. Functional applications in educational practice are observed in cooperating and demonstration schools. Prerequisite: Psy. 201.

Psy. 311 — *Child Growth and Development* 3 cr. hrs.

The principles of human development which have most significance for understanding and working with children in elementary school classrooms and activities. Prerequisite: Psy. 201.

Psy. 321 — *Mental Tests (Group)* 3 cr. hrs.

The nature of general intelligence, followed by a thorough study of a number of group tests. Training given in the administration and scoring of tests and the interpretation of test results. Prerequisite: Psy. 301.

Psy. 322 — *Mental Tests (Individual)* 3 cr. hrs.

Training in the use of the 1960 Revision of the STANFORD-BINET SCALE and the Wechsler Intelligenel Scales. Several individual performance tests are also included. Considerable practice in the actual administration of tests. Prerequisite: Psy. 301.

Psy. 331 — *Mental Hygiene* 3 cr. hrs.

A discussion of the processes necessary for the development of a healthy mental state. Practical applications of principles of good mental hygiene demonstrated. Field trips to nearby mental institutions. Prerequisite: Psy. 301.

Psy. 401 — *Abnormal Psychology* 3 cr. hrs.

Mental abnormalities including symptoms, diagnosis, and treatment. Problem cases and characteristics of handicapped and subnormal children. Prerequisite: Psy. 201.

Psy. 411 — *Adolescent Psychology* 3 cr. hrs.

The physical, social, and psychological attributes of youth from age eleven to twenty and their adjustment in a dynamic society. Prerequisite: Psy. 301.

Psy. 421 — *Clinical Practice* 3 cr. hrs.

The making of case studies; the administration of various tests; the use of clinical instruments; and the interpretation, recording and reporting of findings. Intelligence tests (verbal and non-verbal), personality and ability tests. Prerequisite: Psy. 322.

Psy. 431 — *The Study of Personality* 3 cr. hrs.

The nature and organization of personality and the dynamic forces that shape the individual. Personality types, conscious and unconscious processes, individual differences, abnormal trends, and ways of measuring personality characteristics. Prerequisite: Psy. 201.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

P.E. 101 - 111 1 cr. hr.

Team activities, such as soccer, speedball, touch football, volley ball, basketball, softball, track and field, vaulting, and tumbling. An individual physical fitness inventory is taken, and attention is given to posture and body carriage.

P.E. 102 - 112 — *Aquatics* 1 cr. hr.

Development of skills and attitudes toward swimming competence. Beginning swimming and general lifesaving techniques.

P.E. 201 - 211 1 cr. hr.

Development of skills and attitudes toward recreational activities now commonly engaged in our society are stressed. Archery, handball, tennis, golf, bowling, and badminton are covered.

- P.E. 311 — *Methods and Materials in Health and Physical Education for the Elementary Grades* 3 cr. hrs.

Helps Elementary Education students develop sound principles and procedures in meeting the physical and emotional needs of the child, and includes basic fundamentals of growth and development. Laboratory experience is included.

- P.E. 312 — *Recent Developments in Elementary Physical Education* 3 cr. hrs.

A comparative study of physical education programs around the country with emphasis on the latest development and trends in the field and implications for the future.

- P.E. 341 — *Adapted Physical Education*

An introduction to the nature of handicap conditions and their psychological implications.

- P.E. 331 — *Recreation Education*

Leisure-time activities of adolescents and adults. Review and analysis of educational implications.

HEALTH

- He. 101 — *Principles of Hygiene* 2 cr. hrs.

Anatomical and physiological systems of the human body as a foundation for the development of good health principles and attitudes.

DEPARTMENT OF MUSIC

MUSIC

- Mus. 101 — *Introduction to Music* 3 cr. hrs.

A background and understanding of music and the various media through which music is expressed. Selected masterpieces, composers, musical forms and styles considered.

- Mus. 201 — *Methods and Materials for Teaching Music in Elementary School* 3 cr. hrs.

Music in the elementary school and the correlation of music with other subjects. Prepares the grade teacher to teach his own music in a self-contained classroom or under supervision from a music specialist.

Mus. 412 — *Music Aids for the Elementary Teacher* 3 cr. hrs.

Materials and methods helpful to the classroom teacher for an effective music program, the use of musical instruments as aids. Prerequisite: Mus. 212.

DEPARTMENT OF SCIENCE

BIOLOGY

Biol. 103 - 104 — *General Biology I and II* 8 cr. hrs.

Emphasizes the fundamental principles and theories of life exhibited in plants and animals. Local field trips, class demonstrations, and laboratory studies are included. Biology majors are not required to take this course.

Biol. 242 — *Fresh Water Biology* 3 cr. hrs.

An advanced course in the analysis of the flora and fauna of fresh water streams, lakes and ponds and their relationship to the health and welfare of the country. Prerequisites: Bot. 112, Zool. 112.

Biol. 312 — *Ecology* 3 cr. hrs.

Principles and concepts pertaining to succession patterns, limiting factors, habitat studies and population studies at the species, interspecies, and community level. Prerequisite: Bot. 112, Zool. 112.

Biol. 332 — *Histology* 3 cr. hrs.

A study of the morphological characteristics of animal tissues. In its broader aspects, the course correlates structural features with physiological functions. Prerequisites: Zool. 112, Zool. 321, Zool. 331.

Biol. 341 — *Genetics* 3 cr. hrs.

The science and theories of inheritance in plants and animals. The practical application of genetics in animal breeding, plant propagation, and improvement of the human race. Prerequisites: Bot. 112, Zool. 112.

Biol. 351 — *Microbiology* 3 cr. hrs.

Microorganisms in relation to man as they occur in soil, water, sewage, food, domestic animals, and plants. Useful and harmful protozo, bacteria, fungi, and invertebrates. Prerequisites: Bot. 112, Zool. 112.

Biol. 401 — *Radiation Biology* 3 cr. hrs.

Physical and genetic effects of radiation on plants and animals; radioactive fall-out and its biological consequences; applications of radio-isotopes in biological research; use of radiation sources and detectors. Prerequisites: Biol. 341; Bot. 112; Zool. 112.

Biol. 452 — *Evolution* 3 cr. hrs.

The history, development, and philosophy of the theories of the evolution of living organisms. Past and present life forms, natural selection, and the ecological phenomena of population and community development. Prerequisite: Bot. 112, Zool. 112, Biol. 341, Zool. 411.

BOTANY

Bot. 111 — *General Botany* 4 cr. hrs.

History, definition, and scope of the plant kingdom. Laboratory study includes cells, leaves, roots, stems, flowers, seeds, anabolic and catabolic metabolism. Conservation, economic and esthetic value, evolution and genetics of plants.

Bot. 112 — *Systematic Botany* 4 cr. hrs.

The plant kingdom showing the phylogenetic development and arrangement of the plants in the taxonomic system. Several field trips to nearby areas are included. Prerequisite: Bot. 111.

Bot. 232 — *Field Botany* 3 cr. hrs.

Plants in their natural environments, forests, fields, bogs, streams, and ponds. Plant culture is observed in local greenhouses, nursery farms, and gardens. Prerequisite: Bot. 111.

Bot. 251 — *Plant Anatomy* 3 cr. hrs.

The study of cell structure in plants and their relationship to the physiological functions of the plant. The phyletic development of plant cells and the tissues, especially those concerned with the gross structure of roots, stems, and leaves. Prerequisites: Bot. 112, Zool. 112.

Bot. 341 — *Bacteriology* 3 cr. hrs.

Representative forms of bacteria and their importance in general from the standpoint of health and disease, and economic processes. Prerequisite: Bot. 111.

Bot. 421 — *Plant Physiology* 3 cr. hrs.

The physiological processes of plants and their effect on growth of the vegetative and reproductive organ. Prerequisites: Bot. 251, Chem. 111.

ZOOLOGY

Zool. 111 — *Invertebrate Zoology* 4 cr. hrs.

Representatives of each phyla are studied as part of the laboratory work. Morphology, physiology, development, and variations of each organism. Ecology and evolution of these forms in relation to the economy of man.

Zool. 112 — *Vertebrate Zoology* 4 cr. hrs.

The morphology, physiology, heredity, and development of the chordates. Ecology and evolution of these forms are studied. Prerequisite: Zool. 111.

Zool. 232 — *Field Zoology* 3 cr. hrs.

Animals observed and classified in the field. The study of physical and physiological adaptations to environment fish and game culture and control of predators from the economic point of view. Prerequisite: Zool. 112.

Zool. 242 — *Ornithology* 3 cr. hrs.

Birds identified in the field and from museum specimens; songs, feeding habits, nest building, and care of young, migration, economic importance are presented.

Zool. 252 — *Entomology* 3 cr. hrs.

A field course in the general study of insects, involving collecting, mounting, and classifying local specimens. The morphology, physiology, life histories, and habits of harmful and beneficial insects. Prerequisite: Zool. 111.

Zool. 262 — *Parasitology* 3 cr. hrs.

A study treating the taxonomy, structure, and biology of animal parasites, including those of importance to man. Prerequisite: Zool. 111.

Zool. 321 — *Vertebrate Anatomy* 3 cr. hrs.

Lectures on the morphology by systems of Fishes, Amphibians, Reptiles, Birds, and Mammals. Laboratory dissection of the cat by each member of the class. Comparisons made with the skeleton and manikins of the human body. Prerequisite: Zool. 112.

Zool. 331 — *Vertebrate Physiology* 3 cr. hrs.

The study of functions of tissues, organs, and systems, specimens of Amphibians, Reptiles, Birds, and Mammals. Prerequisite: Zool. 321.

Zool. 371 — *Ichthyology* 3 cr. hrs.

A field course including collection, taxonomy, structure, and ecology of fishes.

Zool. 411 — *Embryology* 3 cr. hrs.

The development of vertebrates through various stages of Amphioxus, frog, chick, and pig. The formation of adult structures from germ cells through maturation, segmentation, germ layers, and systems. Prerequisites: Zool. 112 and Biol. 341.

CHEMISTRY

Chem. 111 — *General Inorganic Chemistry* 4 cr. hrs.

Basic principles, laws, and concepts of general inorganic chemistry; the non-metallic elements, formula writing, and equation writing, and balancing, as well as simple chemical calculations.

Chem. 112 — *General Inorganic Chemistry* 4 cr. hrs.

A continuation of Chem. 111; the study of the metallic elements, their procurement and refinement together with a detailed survey of their compounds and uses to man. Prerequisite: Chem. 111.

Chem. 221 — *Qualitative Inorganic Analysis* 3 cr. hrs.

A study of the systematic identification and separation of the common cations and anions. The theory of ionization, mass action, and chemical equilibrium as it applies to analytical chemistry. Prerequisite: Chem. 112.

Chem. 222 — *Quantitative Inorganic Analysis* 3 cr. hrs.

The fundamental principles of gravimetric and volumetric analysis, with development of ability in performing quantitative chemical calculations. Prerequisites: Chem. 221, Math. 222.

Chem. 331 — *Organic Chemistry* 4 cr. hrs.

The Aliphatic Series, or open chain compounds of Organic Chemistry, involving the more important of these compounds; their synthesis, reactions, occurrence, and uses. Prerequisites: Chem. 111 and 112.

Chem. 332 — *Organic Chemistry* 4 cr. hrs.

A continuation of Chem. 331. The Aromatic Series or ring compounds of the hydrocarbons are studied. Their synthesis, reactions, occurrence, and uses are emphasized, and type mechanisms are noted. Prerequisite: Chem. 331.

Chem. 322 — *Qualitative Organic Analysis* 3 cr. hrs.

A laboratory course in the qualitative analysis of organic compounds. The analysis of carbon compounds accomplished by means of separation and identification. Methods and techniques studied, applications to industry and scientific research emphasized. Prerequisite: Chem. 332.

Chem. 411 — *Physical Chemistry* 3 cr. hrs.

The study of physico-chemical principles in the behavior of matter. The implications of energy relationships, kinetics of chemical reactions, phase rule, equilibria, molecular weights, melting point phenomena. Prerequisites: Chem. 112, Phys. 112, Math. 311.

Chem. 425 — *Water Analysis* 2 cr. hrs.

The chemical, physical, and biological phases of water analysis. Laboratory exercises include the examination of water from the entire hydro cycle. Prerequisite: Zool. 111, Chem. 111, Bot. 341.

Chem. 431 — *Industrial Chemistry* 3 cr. hrs.

The application of chemistry to modern industry. The operating efficiency, equipment, and methods of attacking new problems of industry through research. Each student selects a simulated research problem to be developed experimentally, and prepares an oral and written report. Prerequisites: Chem. 112, Phys. 112.

Chem. 441 — *Biochemistry* 3 cr. hrs.

The chemistry of substances comprising living organisms, plants, and animals. Biological processes with chemical backgrounds or chemical interpretations are investigated. Photosynthesis, blood chemistry, extraction and separation of organic substances. Prerequisites: Chem. 112, Bot. 112, or Zool. 112.

Chem. 492 — *Research Topics in Chemistry* 4 cr. hrs.

Laboratory investigations of selected problems for advanced students. Registration by consent of instructor.

PHYSICS

Phys. 101 — *Basic Physical Science* 3 cr. hrs.

Basic principles of physics, chemistry, astronomy, geology, and meteorology with consideration to machines, heat, light, sound, electricity, atomic structure, chemical elements, chemical reactions, and current advances in electronics, space flight, and atomic energy. Students majoring in Physical Science may substitute Phys. 111 or Chem. 111.

Phys. 111 — *General Physics* 4 cr. hrs.

The basic principles of Mechanics, Mechanics of Fluids, and Heat. Fundamentals of motion, machines, states of matter, transfer of heat, expansion, and thermodynamics.

Phys. 112 — *General Physics* 4 cr. hrs.

The principles of elementary wave motion, sound, light and elementary optics, electrostatics and an introduction to the fundamentals of current electricity and magnetism. Prerequisites: Phys. 111, Math. 112.

Phys. 202 — *Science in Modern Civilization* 3 cr. hrs.

Non-technical views of a wide variety of sciences ranging from cosmology to nuclear physics. Appreciations of the contributions made by the sciences to modern civilization are promoted.

Phys. 225 — *Demonstrations in Physics* 3 cr. hrs.

Provides prospective teachers practical experience for conducting demonstrations. Techniques in the use of equipment. Prerequisites. Chem. 112, Phys. 112.

Phys. 305 — *Earth and Space Physics* 3 cr. hrs.

The principles of Physics applied to planetary motion and rocketry. A survey of the solar system and Kepler's Law, space flight, and guidance, the principles of pure Physics involving Newton's Laws, escape velocities, vectors, trajectories, fuels, gyroscopes, and current developments in space science. Prerequisite: Phys. 112.

Phys. 314 — *Electricity and Magnetism* 4 cr. hrs.

Direct and alternating current and the construction and operation of common circuits, devices, and machines. Electromagnetic induction and the application of this phenomenon to generators, transformers, electromagnets, motors, and similar types of apparatus. Prerequisite: Phys. 112.

Phys. 315 — *Electronic and Solid State Physics* 4 cr. hrs.

Qualitative treatment of crystal structure; mechanical, thermal, dielectric, and magnetic properties of solids; theory of metals; semiconductors. Theory of electron tubes emission, tube characteristics, rectifiers, amplifiers, oscillators, special circuits. Prerequisites: Phys. 112, Math. 311.

Phys. 321 — *Introduction to Atomic Physics* 3 cr. hrs.

Electronics and its implication in radio and television. Recent advances in physics, with emphasis on crystal structure, X-ray techniques, electron tubes, atom models, radioactivity, transmutation and the cosmic ray. Prerequisites: Chem. 112, Phys. 112, Math. 311.

Phys. 411 — *Mechanics* 4 cr. hrs.

Introduction to theoretical mechanics treating statics and dynamics of particles and extended bodies; motion of bodies by conservative and dissipative forces; energy relations; generalized coordinates and Lagrange's equations. Prerequisites: Phys. 112, Math. 311.

Phys. 412 — *Optics* 4 cr. hrs.

Brief review of geometric optics; extended treatment of topics in physical optics including diffraction, interference, polarization and spectra. Prerequisites: Phys. 112, Math. 311.

Phys. 413 — *Wave Motion, Sound, and Heat* 4 cr. hrs.

Temperature measurements, thermal expansion, calorimetry, heat transfer, properties of gases, thermodynamics, and wave motion as applied to sound. Prerequisites: Phys. 112, Math. 311.

DEPARTMENT OF MATHEMATICS

Math. 111 — *College Algebra* 4 cr. hrs.

Designed to strengthen and increase the concepts developed in secondary school algebra. Emphasis is placed on understanding the basic skills necessary for application to the sciences and to further mathematical study.

Math. 112 — *Trigonometry* 4 cr. hrs.

Designed to have the student become proficient in the use of the trigonometric functions. Particular emphasis on the use of trigonometric identities and the solution of trigonometric equations. Prerequisite: Math. 111.

Math. 116 — *Introductory Statistics* 3 cr. hrs.

This course aims to develop the ability to read, interpret, and construct tables of statistical data; to compute values for the various statistical measures; and to apply the basic skills of statistics to the biological sciences. Biological sciences majors only. Prerequisite: Math. 111.

Math. 121 — *Principles of Mathematics I* 3 cr. hrs.

Consideration is given to mathematics as a universal language essential to quantitative communication in a technical age. A study of the logical basis of deductive science, the structure of the number system, sets, functions, and polynomial algebra.

Math. 122 — *Principles of Mathematics II* 3 cr. hrs.

A continuation of the course Math. 121. The present course includes a discussion of the trigonometric functions, analytic geometry, intuitive calculus, and the fundamentals of probability theory. Prerequisite: Math. 121.

Math. 211 — *Analytic Geometry* 4 cr. hrs.

A study of construction and proof by analysis. A critical study of the conic sections in both rectangular and polar coordinates. Prerequisite: Math. 112.

Math. 212 — *Differential Calculus* 4 cr. hrs.

The fundamental ideas and applications of the differential calculus. Variables, functions, and limits and the formal definition of the derivative. Differentiation techniques for the various algebraic, transcendental, inverse, and exponential functions. Prerequisite: Math. 211.

Math. 216 — *Statistics* 3 cr. hrs.

Descriptive and inferential statistics, with emphasis on probabilistic distribution. Both discrete and continuous probability density functions are discussed. Practical training in the calculation of various statistical measures and the use of automatic calculators is obtained in the laboratory. Prerequisite: Sophomore Standing.

Math. 224 — *College Geometry* 3 cr. hrs.

Geometric construction with emphasis on analysis, similitude and homothecy, properties of the triangle, the quadrilateral, the Simson line, harmonic division, properties of the circle, and recent geometry of the triangle. Prerequisite: Math. 111.

Math. 246 — *Field Work in Mathematics* 3 cr. hrs.

Mathematics takes on new interest when it is applicable to life situations. Instruments used in the field are the slide rule, angle mirror, hypsometer and clinometer, plane table, vernier, transit, and scale drawing. Summer School only. Prerequisite: Math. 112.

Math. 311 — *Integral Calculus* 4 cr. hrs.

Integration with applications to both geometrical and physical problems. Partial fractions, integration by parts, rationalization and trigonometric substitutions, geometrical and physical problems of plane area, volume of a solid, length of arc, centroid, work, and moments of inertia. Prerequisite: Math. 212.

Math. 312 — *Differential Equations* 3 cr. hrs.

Elementary ordinary differential equations; infinite series and power series. Prerequisite: Math. 311.

Math. 321 — *Introduction to Modern Algebra* 3 cr. hrs.

Modern algebra and its concepts and terminology. Subjects discussed include Sets, Symbolic Logic, Groups, Fields, Relations, and Functions. Prerequisite: Math. 212.

Math. 324 — *Modern Geometry* 3 cr. hrs.

Euclidean and various non-Euclidean geometries and their development from postulate systems. Prerequisite: Math. 311.

Math. 411 — *Advanced Calculus* 3 cr. hrs.

Continuation of Math. 311. Solid analytic geometry; partial derivatives; and multiple integration with applications. Prerequisite: Math. 311.

Math. 421 — *Linear Algebra* 3 cr. hrs.

Vectors, n-dimensional vector space. Determinants, matrices. Transformations, quadratic forms and applications in 3-space. Prerequisite: Math. 321.

DEPARTMENT OF SOCIAL STUDIES

ECONOMICS

Econ. 211 — *Principles of Economics* 3 cr. hrs.

The fundamental forces that influence the production, distribution and consumption of wealth. Historical and current basic principles of economic theory, and concepts in price and value.

Econ. 212 — *Principles of Economics* 3 cr. hrs.

The determination of price by supply and demand, distribution of income, the pricing of the productive factors, international trade and finance, and current economic problems. Prerequisite: Econ. 211.

Econ. 313 — *Industrial Relations* 3 cr. hrs.

The practical questions in our modern industrial organization in the fields of management, labor unions and the economic life of members of the working force. The history of organized labor and the growth of theories in management current policies in the national and state governments to control industrial relations. Prerequisite: Econ. 211.

Econ. 413 — *Money, Banking and Fiscal Policy* 3 cr. hrs.

The historical background and development of monetary practices and principles, the principles of banking, with special attention to commercial banking and credit regulations, and current monetary and banking developments. Prerequisite: Econ. 211.

Econ. 423 — *History of Economic Thought* 3 cr. hrs.

The different economic theories propounded in the past and their effect on present day thinking about economic, business, and political systems. The surplus value theory, economic planning as a part of government responsibility, relations of family budgets to Engel's Law, government responsibility for employment, and rent control. Prerequisites: For Bus. Ed. students — Econ. 211, 212, and Hist. 324. For other students — Hist. 212, 222, and Econ. 211.

HISTORY

Hist. 211 — *History of Civilization to the 17th Century* 3 cr. hrs.

The development of western institutions, beginning with the early civilizations of the Nile and the Tigris-Euphrates Valleys, and continuing to the opening of the 18th century. The significant contributions are examined.

Hist. 212 — *History of Civilization Since the 17th Century* 3 cr. hrs.

The effect of previous development upon the modern period, and the continuing development of Western institutions and culture through examination of the commercial, industrial and agricultural revolutions, social change, political evolution, and intellectual change. Prerequisite: Hist. 211.

Hist. 221 — *History of the United States and Pennsylvania to 1865* 3 cr. hrs.

A chronological study of the United States covering the period from the Discovery of America through the Civil War. Social, economic, political, and cultural history, and the same aspects of Pennsylvania history.

Hist. 222 — *History of the United States and Pennsylvania Since 1865* 3 cr. hrs.

Political, social, and economic developments of the United States from the Civil War to the present. Similar developments in Pennsylvania history treated concurrently. Prerequisite: Hist: 221.

Hist. 223 — *Economic History of the United States* 3 cr. hrs.

Begins with the European background for colonial expansion and continues to the present. The growth of American economic institutions.

Hist. 231 — *History of Europe from Renaissance to 1815* 3 cr. hrs.

The political, social, economic and cultural development of Europe from 1300 to 1815. The Renaissance and Reformation, the appearance of modern economic institutions, such as capitalism, and the emergence of national states in western and eastern Europe. The subsequent advancement or decline of these is examined.

Hist. 232 — *History of Europe Since 1815* 3 cr. hrs.

The rise of nationalism, the evolution of liberalism and the new imperialism in conjunction with other significant economic, cultural, political and social developments. The great conflicts of the twentieth century and the rise of the ideologies. Prerequisite: Hist. 231.

Hist. 244 — *History of Russia* 3 cr. hrs.

The pre-Kievan period to the present. The Kievan State, the rise of Muscovy, and the creation of the empire under Peter the Great and Catherine II, the revolutionary movement, the revolutions of 1905 and 1917, the N. E. P., the five year plans, the U.S.S.R. in World War II, and the subsequent development of Soviet Power.

Hist. 253 — *History of Latin America* 3 cr. hrs.

The history of Spanish colonization in the New World, the fight for independence, the growth of the national states. Emphasis on political, economic, and social problems.

Hist. 323 — *History of Colonial America* 3 cr. hrs.

Discovery and exploration of the new world and the settlement and development of Dutch, English, French, Spanish and Swedish Colonies. The

rise of divergent interests and the struggle for empire between France and England. Colonial influence on the early culture and institutions of the United States and upon subsequent developments. Prerequisite: Hist. 222.

Hist. 325 — *Social and Cultural History of the United States* 3 cr. hrs.

Aspects of American life, such as religion, education, social structure and institutions, cultural and intellectual achievements. Emphasis upon the many factors and forces which molded and modified that society and culture. Prerequisite: Hist. 222.

Hist. 326 — *Diplomatic History of the United States* 3 cr. hrs.

The methods by which our diplomats and statesmen achieved or failed to achieve success in our various foreign relations involving many countries, and the determining factors at the time at home and abroad. Emphasis given to the machinery of diplomacy. Prerequisite: Hist. 222.

Hist. 327 — *Twentieth Century United States History* 3 cr. hrs.

Recent United States history both in the light of the emergence of the United States to the status of a great World Power and in the context of the political, economic, and social forces at work internally. Prerequisite: Hist. 222.

Hist. 333 — *Social and Cultural History of Modern Europe* 3 cr. hrs.

The major social and cultural developments within European civilization since 1500. Cultural developments, general trends, such as Romanticism and Realism, and an examination of the fine arts, literature and philosophy. Prerequisite: Hist. 232.

Hist. 343 — *History of the Far East* 3 cr. hrs.

The past thought and culture of ancient Far Eastern peoples as they help to explain the present, with emphasis on the more recent history of the area. The impact of the West upon major political, social, economic and intellectual problems and developments in the Far East.

Hist. 344 — *Twentieth Century World History* 3 cr. hrs.

The breakdown of European policy and the growth of new economic and political doctrines — Fascism, Communism and Nazism. War becomes the means of settling disputes and freedom tends to be replaced in men's minds by their desire for security. Prerequisites: Hist. 222 and Hist. 232.

Hist. 345 — *History of England* 3 cr. hrs.

British development from prehistoric times to the present. Includes the commercial, agricultural and industrial revolutions, the struggle between Monarch and Parliament, religious changes and the creation of the Empire. Prerequisite: Hist. 232.

Hist. 353 — *Latin America and the United States* 3 cr. hrs.

The relations between the United States and Latin America from the colonial period to the present, with emphasis on the Monroe Doctrine, western hemispheric relations since 1900, and the organization of American States.

Hist. 423 — *Problems in United States History* 3 cr. hrs.

The persistent and recurring problems of the United States are examined in terms of analysis of the problems, previously suggested solutions, and the forces that have created the problems. Prerequisite: Hist. 222.

Hist. 433 — *History of the Renaissance and Reformation* 3 cr. hrs.

The transition from the medieval to the Modern Age. The new forms of urban social and economic life, humanism and achievements in the fine arts, exploration, progress in science and invention, and the nature of the new national states of Europe.

Hist. 443 — *Selected Contemporary Cultures* 3 cr. hrs.

Contemporary developments in selected cultural areas of the world to promote better world understanding. Current problems, achievements and failures of peoples and social orders in the fields of art, religion, philosophy, politics, literature, music, customs, education and social relations.

PHILOSOPHY

Phil. 211 — *Introduction to Philosophy* 3 cr. hrs.

An attempt to develop systematically a number of general topics which the sciences, in their attempts to specialize, do not encompass. Some of these are forms of argument, kind of knowledge, nature of reality, individual and social values, and standards of conduct.

POLITICAL SCIENCE

Pol. Sci. 211 — *United States Government* 3 cr. hrs.

The historical background, general principles, and other basic essentials of the American federal system of government. Consideration of the Congress, the presidency, the courts, administrative organization, civil service, and state and local governments.

Pol. Sci. 312 — *State and Local Government* 3 cr. hrs.

The State level of the federal government system. Governmental interaction as it affects national-state and state-local relations, the office and duties of the governor, the legislative and the judicial branch and their interrelations. The constitution of the Commonwealth of Pennsylvania is compared with other constitutions. Prerequisite: Pol. Sci. 211.

Pol. Sci. 314 — *Political Parties and Elections* 3 cr. hrs.

The role of the political party in developing aspirations and focusing these desires upon the decision-makers in government. Multi-party and two party systems, non-party influences, party leadership, the roles of communication, public relations techniques, money in politics, and party machinery. Prerequisite: Pol. Sci. 211.

Pol. Sci. 323 — *Comparative Governments* 3 cr. hrs.

The constitutions of many modern states are analyzed in order to determine the structure, functions, powers and limitations. These are compared to determine the best elements in each, and the best elements in any area of government. Prerequisite: Pol. Sci. 211.

Pol. Sci. 324 — *International Relations* 3 cr. hrs.

Political theory of the state, sovereignty, and government, and a detailed examination of their component parts. The sources of national power, the results of national power, in the form of disputes, conflicts, and wars, or alliances, balances of power, and settlements by international law in international courts.

Pol. Sci. 433 — *History of Political Thought* 3 cr. hrs.

Important political theorists of the past and their proposals with reference to their validity at the time, and their application and acceptance today. Liberty, authority, democracy, individualism, nationalism, and internationalism. Prerequisite: Hist. 212, 222.

SOCIOLOGY

Soc. 211 — *Principles of Sociology* 3 cr. hrs.

The basic characteristics of group behavior, the organization of society and culture, individual and community adjustments, in the light of their origin, development, form, and functions.

Soc. 313 — *Contemporary Social Problems* 3 cr. hrs.

Urgent social problems and proposals offered for their solution. Topics include social change, personal mal-adjustment, social disorganization, mobility, delinquency, racial and economic tensions, and special problems of youth, families and aging. Prerequisite: Soc. 211.

Soc. 323 — *Introduction to Anthropology* 3 cr. hrs.

Human prehistory, physical types of man, language distributions, cultural and social achievements of pre-literate peoples, cultural processes and the role of culture in personality formation.

Soc. 331 — *Marriage and Family* 3 cr. hrs.

Cultural traditions of the marriage and the family and the new problems in social behavior these institutions face in a changing society.

DEPARTMENT OF GEOGRAPHY

Geog. 101 — *World Geography* 3 cr. hrs.

Patterns of the natural environment throughout the world such as climate, soil, and vegetation, and man's adjustment to them, with special emphasis placed upon man's economic and cultural responses.

Geog. 121 — *Economic Geography* 3 cr. hrs.

The economic regions of the world together with their relationship to current world economic problems.

Geog. 223 — *Geography of the United States and Pennsylvania* 3 cr. hrs.

Pennsylvania and its relationships to the nation. the physical setting, present inhabitants, occupations, resources, present use of resources, and future outlook.

Geog. 224 — *Geographic Influences in American History* 3 cr. hrs.

The relationship between the historical movements in the United States and the natural environment as a stage on which the action is portrayed. Prerequisite: Hist. 222.

Geog. 233 — *Geography of Europe* 3 cr. hrs.

Europe's physical characteristics, topography, transportation systems, resources, population, and trade.

Geog. 243 — *Geography of Asia* 3 cr. hrs.

The physical characteristics of Asia and its social, cultural, and economic aspects.

Geog. 244 — *Geography of Latin America* 3 cr. hrs.

A regional study of South America, Central America and the islands of the Caribbean Sea. The human and physical factors of the geographic environment.

Geog. 245 — *Geography of Africa* 3 cr. hrs.

The physical geographic elements (climate, soils, natural vegetation, minerals, physiography and water) as they relate to agriculture, grazing, mining, manufacturing, transportation, communication, and political boundaries for all of Africa.

Geog. 246 — *Geography of the Soviet Realm* 3 cr. hrs.

The physical and human geography of the Soviet Union is studied along with some emphasis upon the relationship between that country and the so-called "satellite" nations.

Geog. 247 — *Geography of the Pacific Realm* 3 cr. hrs.

The physical and cultural geography of Australia, New Zealand, the Philippines, Hawaiian Islands, Micronesia, Melanesia, and Polynesia is studied.

Geog. 323 — *Political Geography* 3 cr. hrs.

This course includes an analysis of the factors — physical, human, and economic — which influence the changing pattern of the political map of the world.

Geog. 353 — *Physiography* 3 cr. hrs.

The study of the dynamic, tectonic, and gradational forces, which, in conjunction with climatic and biologic forces, have shaped the earth into its present form and are constantly refashioning and modifying it.

Geog. 354 — *Climatology* 3 cr. hrs.

Climate, (temperature, moisture, pressure and winds, air masses and storms) and the distribution of varied climates over the earth.

Geog. 355 — *Cartography* 3 cr. hrs.

The use, construction, and interpretation of maps, models, globes, charts, and geographic diagrams are presented.

Geog. 356 — *Meteorology* 3 cr. hrs.

A study of the atmosphere and the laws and underlying principles of atmospheric changes.

Geog. 357 — *Physical Geology* 3 cr. hrs.

The landscape in relation to the structure of the earth's crust. The agencies continually at work changing the earth's forms, the classification and interpretation of rocks, and the evolution of life.

Geog. 358 — *Conservation of Natural Resources* 3 cr. hrs.

The extreme importance to our economy and to our very lives of this nation's vital resources. Conservation of soils, forests, grasslands, waters, minerals, the air, and human resources.

Geog. 361 — *Historical Geology* 3 cr. hrs.

Chronology of earth history as interpreted from rocks and fossils. Maps, slides, specimens, films, field trips, and correlative reading supplement lectures. Prerequisite: General Biology 103-104 or Geog. 357—Physical Geology.

Geog. 453 — *Astronomy* 3 cr. hrs.

The solar system, its physical characteristics and motions, the interesting phenomena of our galactic system, and those of extra-galactic space, together with the study of constellations.

DIVISION OF BUSINESS EDUCATION

PURPOSE

The State Department of Public Instruction has designated the Bloomsburg State College as one of the institutions in which secondary business teachers of the Commonwealth may be educated. The primary purpose of the program of the Division of Business Education is to prepare teachers for the junior and senior high schools of Pennsylvania.

Upon completion of the Business Education Curriculum, the Bachelor of Science Degree is conferred and application may be made to the State Department of Public Instruction for a teaching certificate. The courses included in the curriculum qualify graduates to secure certification to teach business subjects in any junior or senior high school in Pennsylvania.

ENTRANCE REQUIREMENTS

The Business Education Curriculum has proved so popular since it was first introduced in 1930 that only a limited number of selected students are admitted. All prospective students who plan to select this curriculum should apply to the Director of Admissions early in the year preceding the year in which they expect to enroll in the College. Only those high school students whose records indicate the ability to complete the curriculum satisfactorily are accepted. *This does not mean that students applying for admission must have had business courses in high school or business college. Many students who have had no previous business training complete successfully the Business Education Curriculum.*

As this curriculum is of college grade, advanced standing is not granted for work completed in secondary schools, business colleges, or non-accredited business schools.

ADVANCED STANDING

Applicants for admission to the Business Education Curriculum who have earned credit at other colleges or universities should submit a transcript of this credit when applying for admission. Advanced standing will be granted for courses completed at other institutions of college grade when, in the judgment of the Dean of Instruction, such courses are equivalent to subjects prescribed in the Business Education Curriculum.

If a tentative evaluation of courses completed at other colleges or universities is desired, a transcript showing the names of the courses, the grades, and the credit hours earned should be sent to the Director of the Division of Business Education. A tentative evaluation can be requested prior to making application for admission to the College.

REGULATIONS GOVERNING CERTIFICATION OF BUSINESS TEACHERS

(Effective October 1, 1963)

The following regulations governing the issuance of certificates for the teaching of business subjects in the secondary schools of Pennsylvania have been approved by the State Board of Education to become effective October 1, 1963:

- I. Provisional College Certificate — Issued to persons who have met the basic requirements for the issuance of the Provisional College Certificate and who have met the following specific requirements:
 - A. Completion of thirty-six credit hours in business education including twelve credit hours distributed in at least four of the following subjects: bookkeeping, business law, business organization and management, economics, office practice (required), and principles of selling, and
 - B. Completion of the requirements of two or more of the following:

Bookkeeping	12 credit hours
Retail Selling	9 credit hours
Shorthand	9 credit hours
Typewriting	6 credit hours
- II. Permanent College Certificate — The Provisional College Certificate will be made permanent on evidence of three years of successful teaching on the Provisional College Certificate in the public schools of Pennsylvania and the satisfactory completion of 24 credit hours (effective October 1, 1963) of post baccalaureate study subsequent to the granting of the Bachelor's Degree. Students should be aware that the State Board of Education may in the future increase the number of credit hours of post baccalaureate study required for the issuance of a Permanent College Certificate.

PLACEMENT OF GRADUATES

Graduates of the Division of Business Education are given assistance by the College in securing teaching positions. This assistance is provided without charge by the Placement Service which maintains contacts at all times with high schools and colleges throughout the area served by the College. The faculty of the Division of Business Education also have a special interest in securing desirable positions for graduates and provide assistance whenever possible. The Placement Service of the College is also available without charge to any alumnus of the Division of Business Education who desires to secure a new position.

EQUIPMENT AND FACILITIES

The faculty of the Division of Business Education recognizes that business skills cannot be learned wholly from textbooks but must be acquired through practice in the use of machines and equipment found in the modern office. Business students are provided the opportunity to acquire skills in the operation of up-to-date office machines and equipment by having available for their use the most modern adding, calculating, bookkeeping, duplicating, dictating, and transcribing machines possible as well as manual and electric typewriters.

The new building which houses the Division of Business Education was specifically designed to accommodate the needs of a growing business education program. In developing the plans for the construction of Sutliff Hall, careful consideration was given to changes which are occurring and which will probably occur in the automated business office and the effect these changes will have on preparation programs for business teachers. The opportunity to attend classes in a building specifically designed for a modern business education program permits students to gain experience that will be valuable to them in suggesting facilities for equipping a business education department in the secondary school.

OFFICE PRACTICE AND BUSINESS EXPERIENCE

The student completing the Business Education Curriculum has an opportunity to spend one year in office and secretarial practice courses. During one semester each student acts as a business worker in a campus office where he is held responsible for the same vocational efficiency as the regularly employed office workers. This experience is supplemented by class instruction in the following office skills and business knowledges: alphabetical, geographical, and numerical filing; dictation and transcription at high rates of speed; stencil preparation, including the use of the mimeoscope and the operation of the mimeograph; preparation of master sheets and operation of liquid process duplicating machines; operation of dictating and transcribing machines; operation of adding, calculating, and bookkeeping machines; and the preparation and use of business papers. The student is also given an opportunity to visit the College IBM Center for observation and practice.



B.S.C. Student Teacher in Business Education

THE FOUR-YEAR CURRICULUMS IN BUSINESS EDUCATION

The Business Education curriculum authorized by the State Board of Education prepares students for certification to supervise or teach business subjects.

Unsatisfactory completion of the basic year of the curriculum students must choose one of the sequences (Combined Business, Secretarial, or Accounting) shown on the following pages. STUDENTS NEED NOT HAVE HAD BUSINESS TRAINING IN HIGH SCHOOL to complete the business sequences.

For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the number of credit hours.

FIRST YEAR

(All Sequences)

FIRST SEMESTER			SECOND SEMESTER		
Hours			Hours		
	CL	CR		CL	CR
Eng. 101—English Composition	3	3	Eng. 102—English Composition	3	3
Math. 121—Principles of Mathematics	3	3	Phys. 101—Basic Physical Science	4	3
Geog. 101—World Geography	3	3	Art 101—Introduction to Art	3	3
Mus. 101—Introduction to Music	3	3	Health 101—Principles of Hygiene	2	2
Sp. 101—Fundamentals of Speech	2	2	P. E. 102—Aquatics	2	1
Ed. 101—Introduction to Education	3	3	Bus. Ed. 101—Introduction to		
P. E. 101—Physical Education	2	1	Business Organization and Finance.....	3	3
			Bus. Ed. 221—Principles of Accounting...	4	3
	<hr/>	<hr/>		<hr/>	<hr/>
	19	18		21	18

GENERAL SEQUENCE

Second Year

	CL	CR		CL	CR
Eng. 207—Survey of World Literature.....	3	3	Eng. 208—Survey of World Literature.....	3	3
Biol. 103—General Biology	6	4	Phys. 202—Science in Modern		
P. E. 201—Physical Education	2	1	Civilization	3	3
Bus. Ed. 201—Elementary Typewriting.....	4	2	Hist. 324—Economic History of the		
Bus. Ed. 211—Elementary Shorthand	4	3	U. S. and Pa.	3	3
Bus. Ed. 222—Principles of Accounting...	4	3	Bus. Ed. 202—Elementary Typewriting.....	4	2
	<hr/>	<hr/>	Bus. Ed. 212—Elementary Shorthand	4	3
	23	16	Bus. Ed. 321—Intermediate Accounting.....	3	3
				<hr/>	<hr/>
				20	17

Third Year

	CL	CR		CL	CR
Psy 201—General Psychology	3	3	Ecan. 212—Principles of Economics	3	3
Ecan. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3
Bus. Ed. 301—Advanced Typewriting.....	4	2	Bus. Ed. 332—Business Law	3	3
Bus. Ed. 311—Advanced Shorthand	4	3	Bus. Ed. 361—Problems of Business		
Bus. Ed. 322—Intermediate Accounting...	3	3	Education in the Secondary School	3	3
Bus. Ed. 331—Business Law	3	3	Business Education Elective	3	3
	<hr/>	<hr/>		<hr/>	<hr/>
	20	17		15	15

Fourth Year

FIRST SEMESTER

	Hours	
	CL	CR
Sp. 301—Advanced Speech	2	2
Econ. 423—History of Economic Thought	3	3
Pol. Sci. 211—United States Government	3	3
Ed. 301—Audio-Visual Education	3	2
Bus. Ed. 350—Teaching Business Subjects in the Secondary School	3	3
Bus. Ed. 401—Clerical Practice and Office Machines	5	3
	<u>19</u>	<u>16</u>

SECOND SEMESTER

	Hours	
	CL	CR
Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School	30	12
Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2
	<u>32</u>	<u>14</u>

ACCOUNTING SEQUENCE

Second Year

	CL	CR		CL	CR
Eng. 207—Survey of World Literature ...	3	3	Eng. 208—Survey of World Literature ...	3	3
Biol. 103—General Biology	6	4	Phys. 202—Science in Modern Civilization	3	3
P. E. 201—Physical Education	2	1	Hist. 324—Economic History of the U. S. and Po.	3	3
Bus. Ed. 201—Elementary Typewriting...	4	2	Bus. Ed. 202—Elementary Typewriting...	4	2
Bus. Ed. 222—Principles of Accounting...	4	3	Bus. Ed. 321—Intermediate Accounting...	3	3
Business Education Elective	3	3	Business Education Elective	3	3
	<u>22</u>	<u>16</u>		<u>19</u>	<u>17</u>

Third Year

	CL	CR		CL	CR
Psy. 201—General Psychology	3	3	Econ. 212—Principles of Economics	3	3
Econ. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3
Bus. Ed. 301—Advanced Typewriting	4	2	Bus. Ed. 332—Business Law	3	3
Bus. Ed. 322—Intermediate Accounting ...	3	3	Bus. Ed. 361—Problems of Business Education in the Secondary School	3	3
Bus. Ed. 331—Business Law	3	3	Accounting Elective	3	3
Business Education Elective	3	3		<u>15</u>	<u>15</u>
	<u>19</u>	<u>17</u>			

Fourth Year

	CL	CR		CL	CR
Sp. 301—Advanced Speech	2	2	Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School	30	12
Econ. 423—History of Economic Thought	3	3	Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2
Pol. Sci. 211—United States Government	3	3		<u>32</u>	<u>14</u>
Ed. 301—Audio-Visual Education	3	2			
Bus. Ed. 351—Teaching Business Subjects in the Secondary School	3	3			
Bus. Ed. 401—Clerical Practice and Office Machines	5	3			
	<u>19</u>	<u>16</u>			

SECRETARIAL SEQUENCE

Second Year

FIRST SEMESTER			SECOND SEMESTER		
	Hours			Hours	
	CL	CR		CL	CR
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3
Biol. 103—General Biology	6	4	Phys. 202—Science in Modern Civilization	3	3
P. E. 201—Physical Education	2	1	Hist. 324—Economic History of U. S. and Po.	3	3
Bus. Ed. 201—Elementary Typewriting	4	2	Bus. Ed. 202—Elementary Typewriting	4	2
Bus. Ed. 211—Elementary Shorthand	4	3	Bus. Ed. 212—Elementary Shorthand	4	3
Business Education Elective	3	3	Bus. Ed. 333—Business Correspondence and Reports	3	3
	<hr/>	<hr/>		<hr/>	<hr/>
	22	16		20	17

Third Year

	CL	CR		CL	CR
Psy. 201—General Psychology	3	3	Econ. 212—Principles of Economics	3	3
Econ. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3
Bus. Ed. 301—Advanced Typewriting	4	2	Bus. Ed. 312—Secretarial Practice	5	3
Bus. Ed. 311—Advanced Shorthand	4	3	Bus. Ed. 332—Business Law	3	3
Bus. Ed. 331—Business Law	3	3	Bus. Ed. 361—Problems of Business Education in the Secondary School	3	3
Business Education Elective	3	3		<hr/>	<hr/>
	<hr/>	<hr/>		17	15
	20	17			

Fourth Year

	CL	CR		CL	CR
Sp. 301—Advanced Speech	2	2	Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School	30	12
Econ. 423—History of Economic Thought	3	3	Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2
Pol. Sci. 211—United States Government	3	3		<hr/>	<hr/>
Ed. 301—Audio-Visual Education	3	2		32	14
Bus. Ed. 351—Teaching Business Subjects in the Secondary School	3	3			
Bus. Ed. 401—Clerical Practice and Office Machines	5	3			
	<hr/>	<hr/>			
	19	16			

New Dormitory Under Construction



COURSE DESCRIPTION

DIVISION OF BUSINESS EDUCATION

Bus. Ed. 101 — *Introduction to Business Organization and Finance* 3 cr. hrs.

Business activity with attention to types of business organizations, managerial controls utilized in business and the financing of business enterprises.

Bus. Ed. 201 — *Elementary Typewriting* 2 cr. hrs.

Presentation and mastery of the keyboard and operating parts of the typewriter; stroking techniques and control emphasized; instruction in preparing business letters, manuscripts, carbon copies, envelopes, business forms, and cards; teaching techniques.

Bus. Ed. 202 — *Elementary Typewriting* 2 cr. hrs.

Production techniques; typing letters, envelopes, and cards; multiple carbon work, preparation of manuscripts, tabulation, and legal forms; preparation of stencils and liquid process masters; teaching techniques. Prerequisite: Bus. Ed. 201 Elementary Typewriting.

Bus. Ed. 211 — *Elementary Shorthand* 3 cr. hrs.

Beginning course in Gregg Shorthand Simplified in which theory is presented with dictation woven into an integrated course; fluent reading and writing of familiar and unfamiliar material.

Bus. Ed. 212 — *Elementary Shorthand* 3 cr. hrs.

Development of ability to read shorthand notes; fluency of writing and correctness of outlines stressed; dictation and transcription teaching methods and techniques. Prerequisite: Bus. Ed. 211 Elementary Shorthand.

Bus. Ed. 221 — *Principles of Accounting* 3 cr. hrs.

Development of the accounting cycle covering both service and merchandising activities of a sole proprietorship; consideration of special journals and special ledgers, accrued and deferred items, and business papers.

Bus. Ed. 222 — *Principles of Accounting* 3 cr. hrs.

Further development of the accounting cycle; recording, summarizing, and interpreting financial data for partnerships and corporations; development of an understanding of the voucher system. Prerequisite: Bus. Ed. 221 Principles of Accounting.

Bus. Ed. 241 — *Salesmanship* 3 cr. hrs.

Fundamental principles underlying the sales process; consideration of the salesman in relation to his firm, his goods and his customers; a study of the approach, demonstration, and close of individual sales transactions.

Bus. Ed. 301 — *Advanced Typewriting* 2 cr. hrs.

Advanced application of typewriting skills. Accuracy, speed, and job techniques; spelling, grammar, and principles of teaching stressed. Co-ordinated with Advanced Shorthand for those students seeking certification in Shorthand. Prerequisite: Bus. Ed. 202 (Elementary Typewriting).

Bus. Ed. 311 — *Advanced Shorthand* 3 cr. hrs.

Practice in dictation and transcription of shorthand, with speed and accuracy stressed; grammar, shorthand penmanship, and principles of teaching of shorthand. Prerequisite: Bus. Ed. 212 (Elementary Shorthand).

Bus. Ed. 312 — *Secretarial Practice* 3 cr. hrs.

Stenographic and secretarial activities; dictation of type of correspondence; study of problems and procedures encountered in business offices; consideration of office etiquette; supervised secretarial work in school offices. Prerequisite: Bus. Ed. 311.

Bus. Ed. 321 — *Intermediate Accounting* 3 cr. hrs.

Preparation and interpretation of principal accounting statements; theoretical discussions of the standards of good accounting practice, with emphasis on current items. Prerequisite: Bus. Ed. 222 (Principles of Accounting).

Bus. Ed. 322 — *Intermediate Accounting* 3 cr. hrs.

Further discussion of the standards of good accounting practice with emphasis on non-current items; solution and discussions of various contemporary accounting problems; detailed analysis of major financial statements of business organizations. Prerequisite: Bus. Ed. 321.

Bus. Ed. 331 — *Business Law* 3 cr. hrs.

Legal rights and liabilities; fundamental principles of law applicable to business transactions with specific consideration of law as it pertains to contracts, bailments, personal and real property, and sales; sources of law and the judicial system.

Bus. Ed. 332 — *Business Law* 3 cr. hrs.

Fundamental principles of law as they pertain to guaranty and surety contracts, insurance, principal and agency relationships, employer-employee relationships, bankruptcy proceedings, estates and trusts, and various forms of business organizations. Prerequisite: Bus. Ed. 331 (Business Law).

Bus. Ed. 333 — *Business Correspondence and Reports* 3 cr. hrs.

Review of essentials of grammar; study of the vocabulary of business; preparation of business forms; writing business letters of various types; preparation of personal data sheets; organization and preparation of business reports. Prerequisite: Bus. Ed. 202 (Elementary Typewriting).

Bus. Ed. 334 — *Business Mathematics* 3 cr. hrs.

Basic concepts and principles related to fundamental business operations. Credit, insurance, taxes, selling and finance, investments, the interpretation of statistical data; methods of teaching business arithmetic in the secondary school. Prerequisite: Math. 101.

Bus. Ed. 341 — *Principles of Retailing* 3 cr. hrs.

Designed for preparing students for teaching retail selling and consumer buying, and for preparing students for business careers in retailing. Included in the course is a comprehensive study of textiles and non-textiles sold by retailers. Prerequisite: Bus. 241.

Bus. Ed. 351 — *Teaching of Business Subjects in the
Secondary School* 3 cr. hrs.

Psychological foundations of teaching; methods of teaching shorthand, typewriting, bookkeeping, and basic business subjects; basic skill building procedures; demonstration teaching; lesson planning.

Bus. Ed. 361 — *Problems of Business Education in the
Secondary School* 3 cr. hrs.

The objectives of secondary business education; guidance, placement, follow-up; administration of the business department; physical layout, equipment, supplies, selection of textbooks; curriculum and its development; tests and measurements; current trends in business education.

Bus. Ed. 401 — *Clerical Practice and Office Machines* 3 cr. hrs.

Office dictating and transcribing machines, key-driven and rotary calculators, printing calculators, adding-listing machines, and stencil and liquid process duplicators; filing systems, business papers, and office procedure; teaching techniques in the secondary school. Prerequisite: Bus. Ed. 202.

Bus. Ed. 402 — *Student Teaching in Business Subjects in the Secondary School* 12 cr. hrs.

Supervised educational activities in the secondary school. Students observe and teach in actual classroom situations through the cooperation of business departments in various student teaching centers of the College.

Bus. Ed. 411 — *Professional Practicum (including School Law) in Business Education* 2 cr. hrs.

Operated concurrently with Student Teaching in Business Subjects in the Secondary School and deals with orientation to Student Teaching, planning, professional growth in service, placement, school law, classroom management. Educational tours to Harrisburg and Washington.

Bus. Ed. 421 — *Cost Accounting* 3 cr. hrs.

The elementary of production costs using the job order system, the process cost system, and the standard cost system; development of the ability to interpret the meaning of cost data. Prerequisite: Bus. Ed. 322 (Intermediate Accounting).

Bus. Ed. 422 — *Auditing Theory and Procedure* 3 cr. hrs.

Principles, standards, procedures and techniques applicable to internal and public auditing; consideration of the audit report and development of working papers for preparation of the report. Prerequisite: Bus. Ed. 322 (Intermediate Accounting).

Bus. Ed. 423 — *Federal Tax Accounting* 3 cr. hrs.

Procedures in accounting as dictated by Federal tax laws; study of laws governing the preparation of Federal Income Tax returns for individuals and small businesses. Prerequisite: Bus. Ed. 322 (Intermediate Accounting).

Bus. Ed. 431 — *Office Management* 3 cr. hrs.

A study of the principles of management as they apply to the office with consideration given to organizational principles, office layout, equipment, personnel relations, standards of production, wage scales, procedures, and budgeting.

Bus. Ed. 441 — *Principles of Marketing* 3 cr. hrs.

An analysis of the structure and functions of marketing; the position of the consumer, producer, and middleman in the marketing process. Prerequisite: Bus. Ed. 241 (Salesmanship).

Courses in economics available to business students.

Econ. 211 — *Principles of Economics* 3 cr. hrs.

(See Department of Social Studies for course description)

Econ. 212 — *Principles of Economics* 3 cr. hrs.

(See Department of Social Studies for course description)

Econ. 313 — *Industrial Relations* 3 cr. hrs.

(See Department of Social Studies for course description)

Econ. 413 — *Money, Banking, and Fiscal Policy* 3 cr. hrs.

(See Department of Social Studies for course description)

Econ. 423 — *History of Economic Thought* 3 cr. hrs.

(See Department of Social Studies for course description)



DIVISION OF SPECIAL EDUCATION

PURPOSE

The State Department of Public Instruction has designated the Bloomsburg State College, Bloomsburg, Pennsylvania, as one of its colleges in which students of the Commonwealth may be educated as teachers of the speech and hearing handicapped, and as teachers in special classes for the mentally retarded. The Bachelor of Science in Education degree is conferred on students who satisfactorily complete the approved special education sequences.

Graduates are fully certificated by the Department of Public Instruction to supervise or teach pupils in special classes in the elementary and intermediate grades and in high schools of Pennsylvania.

ADMISSION REQUIREMENTS

All individuals planning to enroll as Freshmen should make their reservations immediately. The number of students presently enrolled in this curriculum limit the number that can be accepted. High school graduates, whose records indicate ability, personality traits, and health necessary to complete satisfactorily the curriculum requirements, are eligible.

Prospective students are urged to visit the College and discuss their proposed areas of study with the Director of Special Education and members of the faculty of the Division, and with the Dean of Instruction.

ADVANCED STANDING

Applicants who previously have earned credits in other institutions should submit a transcript of such credits before they enroll. If they desire an evaluation of their transcript they should forward it, indicating the name of the course, the grade, and the credit hours to the Dean of Instruction. Advanced standing will be granted when such courses are judged to be equivalent to courses prescribed in the special education curriculum.

TEACHER PLACEMENT

Graduates of the College are placed without charge through cooperation of the Placement Service of the Department of Public Instruction and the Placement Service of the College. The Division of Special Education also is actively interested in securing employment for its graduates. Teachers-in-service enrolled in the special education curriculum may avail themselves of the placement service, if they wish to obtain employment in other districts.

EQUIPMENT

Special education skills require up-to-date equipment to complement knowledge acquired from texts. The Division of Special Education is well equipped with clinical and classroom aids.

The speech and hearing suite in the Special Education Center located in Navy Hall is equipped with pure-tone and speech audiometers, Bekesy audiometry, psycho-galvanometry, speech sonograph equipment, single and dual track tape recorders, disc-record cutting machines, phonographs, auditory train-ear units, desk and individual model hearing aids, language master, and library of speech correction materials and texts.

Classrooms in the Benjamin Franklin Laboratory School for the mentally retarded children are equipped with work tables and chairs, storage room for supplies, paint cabinet, file cabinet, wood-working benches and complete set of tools, table and floor model weaving looms, leather tools, metal-working tools, molding bench, electric sewing machine, storage cabinet, home economics kitchen unit, and primer typewriter. Materials include supplies for leather, metal working, assorted molds, assorted fabrics and paints, graded thicknesses of paper, tools for linoleum printing, and equipment for cork and bead craft.

Instructional aids in the psychological clinic in the Special Education Center consist of telebinocular tests, personality, aptitude and achievement inventories for all ages, individual and group verbal and performance scales of intelligence, and individual and group test booklets.

The Reading Center in Navy Hall is equipped with a Leavell Eye-Hand Coordinator, a tachistoscope and graded slides, Keystone Telebinocular, film-strip projector, phonograph, children's records, SRA Reading Laboratory, two reading accelerators, collection of primary and intermediate texts for children, collection of mimeographed reading materials, and primer typewriter.

CLINICAL PRACTICE, SPECIAL CLASS EXPERIENCE, AND STUDENT TEACHING

Students enrolled in special education curriculums have the opportunity of participating in carefully supervised and graded special class work for the mentally retarded at Benjamin Franklin Laboratory School, and in clinical experience at the Speech and Hearing Clinic of the College. After completion of course work and clinical practice on campus, students participate in

student teaching programs in area public schools. Institutions and public schools participating in the program include Benjamin Franklin Laboratory School, Selinsgrove State School and Hospital, Geisinger Medical Center, Bloomsburg Public Schools, Lycoming County Public Schools, Schuylkill County Public Schools, and Williamsport School District.

CERTIFICATION

COLLEGE CERTIFICATES IN SPECIAL EDUCATION FOR THE MENTALLY RETARDED AND IN SPEECH CORRECTION

I. BASIC REGULATIONS

- A. Graduation
- B. Citizenship, Character, etc.
- C. General Education (60 credit hours)
- D. Professional Education (18 credit hours)

II. COMPREHENSIVE COLLEGE CERTIFICATES IN ELEMENTARY OR SECONDARY EDUCATION AND AN AREA IN SPECIAL EDUCATION — 48 credit hours

A. *Provisional*

The institution shall certify that the candidate has successfully completed a coordinated and integrated program of professional preparation of not less than 48 credit hours covering specific areas of elementary or secondary education and a specific area of special education.

B. *Permanent*

Permanent certification now requires the completion of 24 semester hours of approved course work, half of which must be in academic subject matter and the balance in areas of general education, professional education, or specialized education.

III. EXTENSION OF CERTIFICATES — SPECIAL EDUCATION FOR THE MENTALLY RETARDED

A. *Provisional*

A certificate valid for teaching in the elementary or secondary school may be extended as follows:

Minimum of six (6) credit hours of courses in psychology of exceptional children, six (6) credit hours of specialized preparation in curriculum and methodology for handicapped children, including arts and crafts, music, and audio-visual aids.

Student teaching experience and observation in classes for mentally retarded children and clinical observation should be a part of the student teaching requirement. Teachers fully certificated in elementary education in which student teaching has been required may fulfill this requirement with one year of teaching experience in classes for the mentally retarded.

A certificate valid for teaching in the secondary schools may be extended for teaching exceptional children as follows:

Six (6) credit hours of courses in the area of psychology of exceptional children, a basic course in the teaching of reading, a basic course in the teaching of arithmetic, and six (6) additional credit hours of psychology in curriculum and methodology for the mentally retarded including arts and crafts, music, and audio-visual aids. Teachers fully certificated in secondary education in which student teaching has been required may fulfill this requirement with one year of teaching experience in classes for the mentally retarded.

B. *Permanent*

Certificates that have been extended to include special education may be made permanent upon the completion of twenty-four (24) credit hours in methodology, curriculum and materials of instruction, and three (3) years of satisfactory teaching experience. Half of the twenty-four hours must be in academic subject matter, and the balance in areas of general education, professional education, or specialized education.

IV. EXTENSION OF CERTIFICATES — SPEECH CORRECTION

A. *Provisional*

A certificate valid for teaching in the elementary or secondary school may be extended as follows:

Minimum of eighteen (18) credit hours of Speech Correction with not less than six (6) credit hours in the area of psychology or education of exceptional children, six (6) credit hours in the area of the principles and practice of Speech Correction and six (6) credit hours of electives related to Speech Correction.

B. *Permanent*

Certificates that have been extended to include Speech Correctionist may be made permanent upon the completion of twenty-four (24) credit hours in courses related to this field of study, and to general education, and professional education.

V. SCOPE OF CERTIFICATES

The following certificates are valid for teaching the specific area of preparation in special education at the elementary or secondary level:

- A. Comprehensive College Certificate in elementary or secondary education and an area in special education.
- B. A valid elementary or secondary certificate extended to include an area in special education.



CURRICULUM FOR TEACHERS OF CLASSES FOR THE MENTALLY RETARDED

(Subject to change for administrative reasons)

FIRST SEMESTER

	Hours	
	CL	CR
Eng. 101—English Composition	3	3
Speech 101—Fundamentals of Speech.....	2	2
Biol. 103—General Biology	6	4
Geog. 101—World Geography	3	3
Ed. 101—Introduction to Education	3	3
Mus. 101—Introduction to Music	3	3
	<hr/>	<hr/>
	20	18

SECOND SEMESTER

	Hours	
	CL	CR
Eng. 102—English Composition	3	3
Math. 121—Principles of Mathematics.....	3	3
Art 101—Introduction to Art	3	3
Spec. Ed. 201—Education of Exceptional Children	3	3
Sp. Carr. 151—Speech Problems	3	3
Health 101—Principles of Hygiene	2	2
P.E. 101—Physical Education	2	1
	<hr/>	<hr/>
	19	18

THIRD SEMESTER

Eng. 207—Survey of World Literature.....	3	3
Hist. 211—History of Civilization to the 17th Century	3	3
Phys. 101—Basic Physical Science	4	3
Psy. 201—General Psychology	3	3
Art 201—Methods and Materials in Elementary Art	4	3
P. E. 102—Aquatics	2	1
	<hr/>	<hr/>
	19	16

FOURTH SEMESTER

Eng. 208—Survey of World Literature.....	3	3
Geog. 223—Geography of U.S. and Pa. 3	3	3
Mus. 201—Methods and Materials in Elementary Music	3	3
Ed. 301—Audio-Visual Education	3	2
Eng. 309—Children's Literature	3	3
Psy. 311—Child Growth and Development	3	3
P. E. 201—Physical Education	2	1
	<hr/>	<hr/>
	20	18

FIFTH SEMESTER

Hist. 221—History of U.S. and Pa. to 1865	3	3
Psy. 301—Educational Psychology	3	3
Ed. 371—Teaching of Reading in the Elementary Grades	3	3
Art 303—Arts and Crafts (Elementary)...	6	3
Spec. Ed. 351—Special Class Methods...	3	3
	<hr/>	<hr/>
	18	15

SIXTH SEMESTER

Spec. Ed. 361—Problems in Special Education	3	3
Speech 301—Advanced Speech	2	2
Psy. 331—Mental Hygiene	3	3
Psy. 321—Mental Tests (Group)	3	3
Art 304—Arts and Crafts (Advanced)...	6	3
P. E. 311—Methods and Materials in Elementary Health and Physical Education	4	3
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	21	17

SEVENTH SEMESTER

Phil. 211—Introduction to Philosophy	3	3
Pol. Sci. 211—United States Government	3	3
Psy. 322—Mental Tests (Individual)	3	3
Spec. Ed. 352—Language Arts for Special Classes	3	3
Ed. 381—Seminar in Methods and Organization of the Elementary School	3	3
	<hr/>	<hr/>
	15	15

EIGHTH SEMESTER

Spec. Ed. 401—Student Teaching of Mentally Retarded Children	30	12
Spec. Ed. 411—Professional Practicum (including School Law)	2	2
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	32	14

SPEECH CORRECTION CURRICULUM

(Subject to change for administrative reasons)

FIRST SEMESTER

	Hours	
	CL	CR
Eng. 101—English Composition	3	3
Speech 101—Fundamentals of Speech.....	2	2
Biol. 103—General Biology	6	4
Geog. 101—World Geography	3	3
Ed. 101—Introduction to Education	3	3
Mus. 101—Introduction to Music	3	3
	<hr/> 20	<hr/> 18

SECOND SEMESTER

	Hours	
	CL	CR
Eng. 102—English Composition	3	3
Math. 121—Principles of Mathematics	3	3
Art 101—Introduction to Art	3	3
Health 101—Principles of Hygiene	2	2
P. E. 101—Physical Education	2	1
Sp. Carr. 151—Speech Problems	3	3
Sp. Carr. 152—Voice and Diction	3	3
	<hr/> 19	<hr/> 18

THIRD SEMESTER

Eng. 207—Survey of World Literature	3	3
Hist. 211—History of Civilization to the 17th Century	3	3
Psy 201—General Psychology	3	3
P. E. 102—Aquatics	2	1
Sp. Carr. 251—Phonetics	3	3
Sp. Carr. 276—Hearing Problems	3	3
	<hr/> 17	<hr/> 16

FOURTH SEMESTER

Eng. 208—Survey of World Literature	3	3
Hist. 212—History of Civilization since the 17th Century	3	3
Psy 311—Child Growth and Development	3	3
Psy 301—Educational Psychology	3	3
Sp. Carr. 252—Speech Pathology	3	3
Spec. Ed. 201—Education of Exceptional Children	3	3
	<hr/> 18	<hr/> 18

FIFTH SEMESTER

P. E. 201—Physical Education	2	1
Hist. 221—History of U.S. and Pa. to 1865	3	3
Psy. 321—Mental Tests (Group)	3	3
Phys. 201—Basic Physical Science	4	3
Ed. 301—Audio-Visual Education	3	2
Sp. Carr. 352—Speech Clinic	6	3
Sp. Carr. 354—Articulation Disorders in Public Schools	3	3
	<hr/> 24	<hr/> 18

SIXTH SEMESTER

Hist. 222—History of U.S. and Pa. since 1865	3	3
Psy. 322—Mental Tests (Individual)	3	3
Psy. 331—Mental Hygiene	3	3
Sp. Carr. 353—Speech Clinic	6	3
Sp. Carr. 376—Auditory Training and Speech Reading	3	3
	<hr/> 18	<hr/> 15

SEVENTH SEMESTER

Pol. Sci. 211—United States Government	3	3
Phil. 211—Introduction to Philosophy	3	3
Sp. Carr. 351—Clinical Methods in Speech Correction	2	2
Sp. Carr. 452—Anatomy of Speech and Hearing Mechanisms	3	3
Spec. Ed. 361—Problems in Special Education	3	3
	<hr/> 14	<hr/> 14

EIGHTH SEMESTER

Sp. Carr. 402—Student Teaching in Speech Correction	30	12
Spec. Ed. 411—Professional Practicum (including School Law)	2	2
	<hr/> 32	<hr/> 14

COURSE DESCRIPTIONS

DIVISION OF SPECIAL EDUCATION

SPECIAL EDUCATION

Spec. Ed. 201 — *Education of Exceptional Children* 3 cr. hrs.

The educational problems of exceptional children; the gifted, retarded, neurologically impaired, physically handicapped, and emotionally maladjusted. The history and philosophy of special education, programs for exceptional children.

Spec. Ed. 351 — *Special Class Methods* 3 cr. hrs.

Fundamental principles and a variety of teaching techniques applicable to special classes for the mentally retarded. Curriculums for preschool, primary, intermediate, and secondary school classes for educable children.

Spec. Ed. 352 — *Language Arts for Special Classes* 3 cr. hrs.

A student-centered workshop approach in analysis of methods, research and philosophies currently in use in the teaching of language arts to special classes. Practice in the use of various teaching aids and machines related to student projects in language arts applicable to individual needs of children in special classes.

Spec. Ed. 361 — *Problems in Special Education* 3 cr. hrs.

Current and evolutionary trends, objectives and organization of special education classes and programs. Competence of teachers, curriculums, equipment and materials. Analysis of tests and measurements important for effective teaching programs.

Spec. Ed. 401 — *Student Teaching of Mentally Retarded Children* 12 cr. hrs.

Thirty hours per week of Student Teaching, providing practical experience in classes for mentally retarded children. Actual teaching is preceded by observation and assistance of regularly employed teachers, and planning of units of work and specific lessons.

Spec. Ed. 411 — *Professional Practicum (Including School Law)* 2 cr. hrs.

Scheduled concurrently with student teaching. Develops experience in the selection, organization, and implementation of modern instructional materials. Everyday student teaching activities and problems evaluated within the framework of public school laws.

Spec. Ed. 416 — *Psychology of Exceptional Children* 3 cr. hrs.

Emphasis to children sufficiently deviant physically, neurologically, mentally, and emotionally as to create special problems for themselves, their families, and society. Course aims at understanding causes, nature, and effects of handicaps, and guidance and measures used to facilitate adjustment. Prerequisite: Psy. 301, Spec. Ed. 201.

SPEECH CORRECTION

Sp. Corr. 151 — *Speech Problems* 3 cr. hrs.

Causes of speech defects, and practical means of helping children with these handicaps.

Sp. Corr. 152 — *Voice and Diction* 3 cr. hrs.

Considers the basic speech problems of the individual student and involves the practical application of speech principals for self-improvement. Involves study of such factors as ear training, breathing, phrasing, inflection, pitch, quality, tempo, rhythm, resonance, and vocal range.

Sp. Corr. 251 — *Phonetics* 3 cr. hrs.

The phonetic content of the spoken word. A study of sounds needed by the teacher of speech. Prerequisite: Sp. Corr. 152.

Sp. Corr. 252 — *Speech Pathology* 3 cr. hrs.

The processes of respiration, phonation, resonation, and articulation. Causes, symptoms, nature, and management of more complex speech disorders. Diagnosis of complex speech disorders, and the rehabilitation of persons with such handicaps. Prerequisites: Sp. Corr. 151, 251, 276.

Sp. Corr. 276 — *Hearing Problems* 3 cr. hrs.

Auditory, speech, psychological, and educational factors related to various types of hearing disorders. Roles of parent, educator, and specialist are investigated. Emphasis is placed on rehabilitative measures for adjustment of individuals with impaired hearing. Prerequisite: Sp. Corr. 151.

Sp. Corr. 351 — *Clinical Methods in Speech Correction* 2 cr. hrs.

Modern methods in research integrating reliable concepts of therapy for student use in their clinical practicums and student teaching. Demonstration lessons provided by clinical staff for many phases of diagnosis and therapy related to public school therapy.

Sp. Corr. 352 — *Speech Clinic* 3 cr. hrs.

Provides the student who expects to become a speech correctionist an opportunity to diagnose and follow through with remedial procedures, the less complex types of speech disorders. Clinical practicum provides an opportunity to put theory into practice and develop clinical skills and techniques for advanced work in Sp. Corr. 353.

Sp. Corr. 353 — *Speech Clinic* 3 cr. hrs.

Provides students with more independent responsibilities than Sp. Corr. 352 to diagnose and administer therapy in group and individual classes. Coordinated observations are developed with medical staff at Geisinger Medical Center for study of complex communicative disorders. Prerequisite: Sp. Corr. 352.

Sp. Corr. 354 — *Articulation Problems in Public Schools* 3 cr. hrs.

Theories and therapies applicable to individuals enrolled in grades kindergarten through twelve. Comparative evaluations of tests and practices used by speech and hearing therapists. Criteria for diagnostic evaluation and therapy for the beginning teacher entering the field of speech and hearing. Prerequisites: Sp. Corr. 151, 251.

Sp. Corr. 376 — *Auditory Training and Speech Reading* 3 cr. hrs.

Current teaching methods for educating children and adults with hearing losses and deafness and comparative analysis are made. Prerequisites: Sp. Corr. 251, 276.

Sp. Corr. 402 — *Student Teaching in Speech Correction* 12 cr. hrs.

A full semester program of thirty hours of speech correction per week per student. Prospective teachers of the speech and hearing handicapped gain experience.

Sp. Corr. 452 — *Anatomy of Speech and Hearing Mechanisms* 3 cr. hrs.

Embryology, neurology, anatomy, and physiology of the larynx and ear. Human articulatory power, vibratory, resonating and cerebral mechanisms necessary for speech production related to anatomy and physiology. Co-operative lecture series developed for students by medical staff at Geisinger Medical Center. Prerequisite: Sp. Corr. 252.

Sp. Corr. 466 — *Speech Clinic* 3 cr. hrs.

Differential diagnostic and therapeutic procedures for more complex organic and functional disorders. Clinical experience with cerebral palsy, cleft palate, aphasia, auditory impairments, and stuttering. Advanced case studies and research are utilized. Prerequisite: Sp. Corr. 352, 353.

Sp. Corr. 467 — *Psychology of Speech and Hearing* 3 cr. hrs.

The development aspects of language and normal and abnormal speech and hearing patterns of individuals in relation to their total personality structure. Current educational and therapeutic trends and practices. Prerequisite: Sp. Corr. 252.

Sp. Corr. 491 — *Measurement of Hearing Loss* 3 cr. hrs.

Evaluation of anatomical, physiological, and environmental properties of hearing mechanism. Etiology of hearing losses, and interpretation of hearing tests for educational adjustment and placement of individuals. Laboratory experience with clinical audio-metric techniques.

GRADUATE OFFERINGS

On January 31, 1962, the State Council of Education of the Commonwealth of Pennsylvania authorized the Bloomsburg State College to confer the Master of Education Degree in Special Education for the Mentally Retarded and the Master of Education Degree in Speech Correction. This program is under the direction of the Division of Graduate Studies operating within the framework of policies and curriculums developed and approved by the Graduate Council of the College.

For detailed information, applicants are required to contact the Director of Graduate Studies at the College.

SPECIAL DEGREE PROGRAMS

THE TWO-YEAR DEGREE PROGRAMS

The Pennsylvania State Colleges have been approved to offer a two-year program to Dental Hygienists and School Nurses who are able to meet the conditions set forth in the following paragraphs:

DEGREE CURRICULUM FOR DENTAL HYGIENISTS

(Subject to change without notice)

The degree of Bachelor of Science in Education will be conferred upon dental hygienists meeting the following requirements:

1. The possession of a valid license to practice dental hygiene in the Commonwealth of Pennsylvania issued by the State Dental Council and Examining Board and the Department of Public Instruction. "The professional education requirements for dental hygiene is the satisfactory completion of an approved dental hygienist course of instruction of two years of not less than thirty-two weeks and not less than thirty hours each week or its equivalent in and graduation from a dental hygiene school approved by the State Dental Council and Examining Board."
2. The satisfactory completion in addition thereto of 70 credit hours of professional and general education courses distributed as follows:

A. Professional Education	Credit Hours
Ed. 101—Introduction to Education	3
Psy. 201—General Psychology	3
Psy. 301—Educational Psychology	3
Ed. 301—Audio-Visual Education	2
Total	11
B. General Education	
1. English and Speech	16
Eng. 101—English Composition	3
Sp. 101—Fundamentals of Speech	2
Eng. 102—English Composition	3
Sp. 301—Advanced Speech	2
Eng. 207—Survey of World Literature	3
Eng. 208—Survey of World Literature	3
2. Fine Arts	6
Art 101—Introduction to Art	3
Mus. 101—Introduction to Music	3
3. Geography	6

Geog. 101—World Geography	3
Geog. 223—Geography of U.S. and Pa.	3
4. Social Studies	18
Pol. Sci. 211—United States Government	3
Econ. 211—Principles of Economics	3
Hist. 211—History of Western Civilization to the 17th Century	3
Hist. 212—History of Western Civilization since the 17th Century	3
Hist. 221—History of U.S. and Pa.	3
Soc. 211—Principles of Sociology	3
Total	46
C. Electives	13
Grand Total	70

In each category above, credit will be given for equivalent courses pursued in the two year dental hygiene curriculum. In such cases students must increase their electives by the number of credit hours earned previously.

In the case of dental hygienists who had less than two years of specialized training on the basis of which they were licensed to practice dental hygiene, proportional credit will be given. Such persons must pursue additional general education courses in college to make up the deficiency.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college in which the student is enrolled.

This curriculum is effective as of September 1964.

Application for Admission

A dental hygienist who desires to enroll in the Degree Curriculum for Dental Hygienists should write for application blanks and information to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

Resident Requirements

The last 30 hours of credits must be earned at Bloomsburg State College. Resident credits may be earned in day, evening, and Saturday classes which are offered on campus or approved by the college administration.

DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

Effective September 1, 1961

(Subject to change without notice)

The degree of Bachelor of Science in Education will be conferred upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three-year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. All persons admitted to this degree program after September 1, 1961, will be required to satisfactorily complete 60 credit hours of additional preparation distributed as follows:

A. Courses Related to Public Nursing.	Cr.	
NED. 301—Public School Nursing	3	
NED. 303—Public School Nursing I.....	3	
NED. 304—Public Health Nursing II.....	3	
NED. 305—Nutrition and Community Health	3	
NED. 306—Family Case Work	3	
		15
B. General Education:		
Eng. 101 or 102—English Composition	3	
Eng. 207 or 208—Survey of World Literature	3	
Hist. 211—History of Civilization to the 17th Century or	3	
Hist. 212—History of Civilization since the 17th Century		
Hist. 221 or 222—History of U. S. and Pennsylvania to 1865 or....	3	
History of U.S. and Pennsylvania since 1865		
Pol. Sci. 211—U. S. Government	3	
Soc. 211—Principles of Sociology	3	
Biol. 103—General Biology	4	
Psy. 201—General Psychology	3	
Psy. 331—Mental Hygiene	3	
		28
C. Professional Education		
Ed. 101—Introduction to Education	3	
Psy. 331—Educational Psychology	3	
Psy. 311—Child Growth and Development	3	
Ed. 341—Introduction to Guidance and Counseling	3	
		12
D. Electives:		
Phil. 211—Introduction to Philosophy	3	
Music 101—Introduction to Music	3	
Art 101—Introduction to Art	3	
Math. 103—Principles of Mathematics	3	
Speech 101—Fundamentals of Speech	2	5
Total		60



Coeds Star in Water Ballet

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

Application for Admission

A registered nurse who desires to enroll in the Degree Curriculum for Public School Nurses should write for application blanks and information to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

Resident Requirements

The last 30 hours of credits must be earned at Bloomsburg State College, to qualify for graduation. Resident credits may be earned in day, evening, and Saturday classes which are offered on campus or approved by the college administration.

COURSE DESCRIPTIONS

CURRICULUM IN PUBLIC SCHOOL NURSING

NED 301 — *Public School Nursing* 3 cr. hrs.

Public school nursing, as a branch of public health nursing, is considered in this course. The historical background, various fields of responsibility, and the problems and limitations of the profession are discussed along with new techniques of handling public school health problems.

NED 302 — *Public School Organization for Nurses* 3 cr. hrs.

The course is designed to prepare the school nurse to function effectively as an integral part of the public school organization. The student is acquainted with the varied relationships with which the nurse is involved in the discharge of her responsibilities.

NED 303 — *Public Health Nursing I* 3 cr. hrs.

This survey of the fundamental principles and the historical background of public health work stresses the recent movements, emphasizes training and procedures, by which Pennsylvania hopes to accomplish an up-to-date program in public schools.

NED 304 — *Public Health Nursing II* 3 cr. hrs.

This is a continuation of Public Health Nursing I. The course deals with the past history and modern practices of maternity care, infant care, child welfare, dental hygiene, and methods of teaching proper techniques in the home care of the crippled, sight and hearing, handicapped, and the aged.

NED 305 — *Nutrition and Community Health* 3 cr. hrs.

The role of the school nurse is discussed in the following fields: teaching of nutrition, proper feeding of infants, mothers, adolescents, the aged, the over-weight student, and those suffering from allergies and chronic diseases.

NED 306 — *Family Case Work* 3 cr. hrs.

The history and sociology of the American family is used as background for a study of the processes of interviewing and making case studies of family groups.

ANALYSIS OF ENROLLMENT TRENDS

(Figures are for years ending May 31)

Number of Different Students			
	1961	1962	1963
Regular Students	1821	2006	2047
Part-time Students	39	37	129
Summer Session Students			
No. of different students	815	948	1475
Total Enrollment	(1565)	(1722)	(2390)
	<hr/>	<hr/>	<hr/>
Totals	2775	2991	3651

Adjusted Enrolment on Full-Time Basis			
Regular Students	1821	2006	2047
Part-time Students	15	17	46
Summer Sessions Students	537	598	931
	<hr/>	<hr/>	<hr/>
Totals	2373	2691	3024



Dean Hoch Discusses Enrollment with Dean Edwards

BLOOMSBURG SPELLS SUCCESS

Bloomsburg graduates are recognized as successful teachers. They are well prepared in their fields; but more important, they are the kind of young people school superintendents welcome to the profession. Of the 1963 graduating class of 395, eighty-seven percent are now teaching, only four percent are in other occupations.

TABLE I — How Many Teach?

		Graduates	Teaching	Other Occupations	Total
Five-Year Survey	1946	518	83%	10%	93%
Three-Year Survey	1949	275	89%	8%	97%
Survey for Last	1961	314	88%	5%	92%
Three Years	1962	373	87%	11%	98%
	1963	395	87%	3%	91%

Any realistic placement study must take into consideration the number of graduates who are available for teaching. Those who enter military service or begin their graduate studies cannot be considered as available for placement immediately following graduation. Although only six members of the 1963 graduating class are serving in the armed forces we are quite proud of the fifteen graduates doing graduate work. Of the remaining 368 members of the class, ninety-three percent are now employed as instructors in the public schools. We feel the figures speak for themselves.

TABLE II — How Many Are Available for Teaching?

Year	Graduates	Number Teaching	Percent Teaching	Number Available for Teaching	Percent Of Those Available Who Are Teaching
1959	310	267	86.1%	296	90.0%
1960	305	260	85.2%	289	90.0%
1961	314	278	88.2%	303	91.1%
1962	373	323	86.6%	362	86.0%
1963	395	344	93.0%	381	95.0%

* Graduates in military service and graduate schools are omitted.

A recently completed study of the salaries paid the 1963 graduates reveal that beginning teachers received an average compensation of \$4,656 for the nine-month school term. Although a number of Bloomsburg graduates began their teaching careers at the statewide minimum salary of \$4,200 one graduate was tendered a contract at a figure of \$8,400.

TABLE III — How Much Do They Earn?

YEAR	Beginning Teachers *	Average Beginning Salary	Range of Beginning Salaries
1959	259	4,119.00	3,600- 5,400
1960	259	4,173.00	3,600- 5,300
1961	278	4,318.00	3,600- 5,400
1962	323	4,520.00	3,600- 5,700
1963	344	4,656.00	4,200- 8,400

In the light of these figures, beginning teachers from the Bloomsburg State College are in great demand. All who wanted to teach easily found jobs in the public schools, mostly of their own choice. Statistics also indicate that salaries are increasing steadily, year after year, and Bloomsburg graduates, eagerly sought by school officials looking for well-prepared beginning teachers, have been placed at above-average salaries. In this way, Bloomsburg spells success.



**B.S.C. Student Teachers Learn Newest Techniques
in Actual Classroom Experience**

EVENING ARTISTS COURSES—1963-1964

1. Canadian Players, Inc. — "Enemy of the People"
2. The Ethel Winter Dance Company
3. The Four Preps — Vocal and Instrumental Quartet
4. Bloomsburg Players — "Little Mary Sunshine"
5. American Hootenanny Festival
6. Daphne Hellman Trio
7. Johnny Mathis and the Si Zentner Orchestra
8. Bloomsburg Players — "The Cherry Orchard"
9. Golden Curtain Quartet
10. Weekly and Arganbright — four hands — one piano
11. X. J. Kennedy — Poet
12. Curtis String Quartet
13. Tony Montenaro — Mime
14. Bloomsburg Players — "The Taming of the Shrew"

EVENING ARTISTS COURSE — 1962-1963

1. The Everyman Players — "The Book of Job"
2. Nora Kovach and Istvan Rabovsky and Company — Ballet
3. Bloomsburg Players — "What Every Woman Knows"
4. Jeffry and Ronald Marlowe — Duo-Pianists
5. Bernard Izzo — Baritone
6. The Tischman Trio — Piano, Clarinet, Cello
7. Bloomsburg Players — "The Warm Peninsula"
8. Woody Herman and His Orchestra — Concert
9. The Dorian Quintet
10. The Columbus Boychoir — Choral Concert
11. Bloomsburg Players — "Ghosts"
12. The Lettermen — Vocal and Instrumental Quartet
13. Matteo — Ethnic Dance and Ballet



CARVER HALL
(Erected 1867)



FORM OF WILL (Real Property)

I give and devise to the Bloomsburg State College, Bloomsburg, Pennsylvania, the following real estate (here give the description of the Real Estate). This devise is to be administered by the Board of Trustees of the Bloomsburg State College, Bloomsburg, Pennsylvania, under the laws of the Commonwealth of Pennsylvania.

FORM OF WILL (Money Bequest)

I give and bequest to the Bloomsburg State College, Bloomsburg, Pennsylvania, the sum of \$....., to be paid by my executors, months after my decease, to the Board of Trustees of the Bloomsburg State College, Bloomsburg, Pennsylvania, to be administered under the Laws of the Commonwealth of Pennsylvania.

PRELIMINARY APPLICATION BLANK

This blank, together with a check or Money Order for \$10.00, payable to the Commonwealth of Pennsylvania, should be mailed to *Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.* Do not send currency.

Name of Applicant.....
Last Name First Name Middle Initial

Address of Applicant.....
Number and Street
.....
Town County State

Date of Birth.....
Month Day Year

Curriculum: Desire to Enter:
Business Education ☐ September _____, 196___ ☐ 196___☐
Elementary Education ☐ January _____, 196___ ☐ 196___☐
Secondary Education ☐
Special Education ☐
Arts and Sciences ☐

Do you wish to live in a dormitory?.....

If not, give address at which you expect to live while attending college
.....
.....
.....

Give the name of town and county of the high school from which you were graduated

When were you graduated?.....

Is this your first enrollment in this institution?.....

Give the names and location of any institutions which you have attended since graduation from high school.....

.....

.....

DEPOSITS

(Subject to Change Without Notice)

Advance Registration Deposit

An Advanced Registration Deposit of \$25.00 shall be made by all students; \$10.00 of this amount shall be paid when the student requests registration. This is a guarantee of the intention of the student to enter college for the term or semester indicated. It is deposited with the Revenue Department to the credit of the Student's basic fee. *It is not repayable.*

When a student is approved for admission to college, the remaining \$15.00 of the Advanced Registration Deposit of \$25.00 shall be collected along with the Community Activities Fee of \$25.00.

Students who meet the admission requirements of the college, but who do not report at the beginning of the semester, will not receive a repayment of these advanced deposits. However, they may receive a repayment of the Community Activities Fee of \$25.00, if they make written application to the Business Manager of the College before September or December of the semester when they expect to enter.

Check or Money Order for this amount must be drawn to the Commonwealth of Pennsylvania. All Post Office Orders must be drawn on the Post Office at Harrisburg.

Permission to live off the campus will not be given as long as rooms are available in the dormitories. Special cases will be handled by the President.

Additional copies of this publication may be secured upon request from the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

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